

Technical Report 65-16

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Development of Improved Rifle Squad Tactical and Patrolling Programs for the Light Weapons Infantryman

by

Joseph S. Ward and N.I. Fooks

HumRRO Division No. 3 (Recruit Training)

December 1965

Prepared for:

Office, Chief of
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HumRRO

The George Washington University
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HumRRO Division No. 3 (Recruit Training)
Presidio of Monterey, California

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Technical Report 65-16
Task RIFLEMAN
Subtask IV

The Human Resources Research Office is a nongovernmental agency of The George Washington University, operating under contract with the Department of the Army (DA 44-188-ARO-2). HumRRO's mission is to conduct research in the fields of training, motivation, and leadership.

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FOREWORD

As a part of the Task RIFLEMAN research directed toward improving the combat proficiency of the Light Weapons Infantryman (MOS 111.0), Subtask RIFLEMAN IV dealt with the development of more effective Rifle Squad Tactical and Patrolling training programs. The RIFLEMAN IV research is completed with the publication of this description of the development and evaluation of improved programs in Rifle Squad Tactics and Patrolling for MOS 111.0.

The RIFLEMAN IV research program was initiated by HumRRO Division No. 4 (Infantry) at Fort Benning, Georgia, while Dr. Carl J. Lange was Director of Research; the Military Chief of the U.S. Army Infantry Human Research Unit was Lt.Col. Lyman C. Clark. The research was continued at HumRRO Division No. 3 (Recruit Training) at Presidio of Monterey, California, under Dr. John E. Taylor, Director of Research, and completed under Dr. Howard H. McFann. The Military Chief of the U.S. Army Recruit Training Human Research Unit is Lt.Col. Robert H. McClay.

Many military personnel contributed time and assistance to this study. Military personnel assigned to the Task who were instrumental in preparing lesson plans and conducting instruction at HumRRO Division No. 4 were Capt. William Whitley, SFC Robert W. Brown, and SFC Joseph H. Day. Military, scientific, and engineering specialists deserving particular mention at HumRRO Division No. 3 were SP 4 Clarence Wendt, PFC Robert S. Condry, and PFC Mark R. Machson; those at HumRRO Division No. 4, SP 4 William T. Hazelwood and PFC Norman D. Cartledge. Support, assistance, and advice were provided by Col. Leonard E. Garret, AC of S, G-3, and Lt.Col. Donald P. Watts, C.O., 5th Bn, 1st Brigade, Fort Ord, California, during the field tests of the program. Officers and instructors of the Rifle Squad Tactical and Patrolling committees at Fort Ord offered many suggestions and improvements that were incorporated into the training program.

HumRRO research is conducted under Army Contract DA-44-188-ARO-2 and under Army Project 2J024701A712 01, Training, Motivation, and Leadership Research.

Previous RIFLEMAN publications include the following: Research Memorandum, The Combat Subjects and Corresponding Proficiency Levels Essential to the 1962 Training Program for the Light Weapons Infantryman (MOS 111.0), by N.I. Fooks, John B. McKay, and John E. Taylor, December 1958; Research Memorandum, Critical Combat Skills, Knowledges, and Performances Required of the 1962 Light Weapons Infantryman (MOS 111.0), by Staff, January 1961, RIFLEMAN I; Research Memorandum, RIFLEMAN II: An Advancing Small Arms Target, by Howard C. Sarvis, March 1959; Technical Report 81, Performance Evaluation of Light Weapons Infantrymen (MOS 111.0), Graduates of the Advanced Individual Training Course (ATP 7-17), by T.F. Nichols, J.S. Ward, N.I. Fooks, F.L. Brown, and H.S. Rosenquist, December 1962, RIFLEMAN III; Research Memorandum, Instructor's Guide—Advanced Land Navigation: A Prototype Course, by Staff, July 1963, RIFLEMAN V; Technical Report 89, Advanced Land Navigation: Development and Evaluation of a Prototype Program of Instruction, by Theodore R. Powers, April 1964, RIFLEMAN V.

MEREDITH P. CRAWFORD
Director
Human Resources Research Office

SUMMARY AND CONCLUSIONS

Military Problem

Infantry rifle squads in combat must constantly replenish their ranks if they are to accomplish their assigned mission effectively. During mobilization, graduates of Light Weapons Infantry Advanced Individual Training (LWI-AIT, MOS 111.0) provide the bulk of replacement personnel. This places a requirement upon Army training centers (ATCs) to produce graduates who can perform effectively as combat replacements without additional training.

Research Problem

Research studies in the area of LWI skills and knowledges (RIFLEMAN I) and combat proficiency (RIFLEMAN III) indicated a need for improved Tactical and Patrolling training, with particular emphasis on the integration of individual skills into effective actions requiring coordination with other squad or team members and responsiveness to control by leaders. A comprehensive field evaluation developed and administered by RIFLEMAN III indicated that in spite of the fact that the LWI had achieved proficiency in many individual skills and knowledges, as evidenced by his satisfactory progress through the Basic Combat Training (BCT) and Advanced Individual Training (AIT) programs, he was relatively ineffective as a member of a squad engaged in combatlike actions.

The research goal of RIFLEMAN IV was, therefore, to develop improved Rifle Squad Tactical and Patrolling training programs which would result in greater LWI ability to:

- (1) Integrate previously learned skills and knowledges into effective combat behaviors.
- (2) Coordinate the use of skills and knowledges with those of fellow squad or team members.
- (3) Execute tactical actions on orders issued by squad or team leaders.

Research Method

Detailed observations of current training and interviews with experienced instructors were undertaken at ATCs, using LWI performance deficiencies found in RIFLEMAN III to identify specific areas where improvements could be effected.

With information from a questionnaire administered to experienced military personnel, four combat actions were selected as most important for training purposes.

For the definition of training content, a listing of skills and knowledges necessary to the LWI for effective participation as a replacement in each type of combat action was derived from official Army literature and the RIFLEMAN I LWI job description; these skills and knowledges were weighted in terms of their frequency of occurrence and the number of LWIs involved in their use.

The training content was grouped into learning units consisting of a number of exercises or drills which, when combined, formed a complete combat action; the instructional units were sequenced to provide a training progression from emphasis on practice of individual skills to the use of integrated skills in coordination with fellow squad members.

An experimental program of 52 hours of instruction in Rifle Squad Tactics and Patrolling was developed.

Six periods of instruction that included all of the major types of training innovations incorporated into the RIFLEMAN IV program were tested at Fort Benning, Georgia, for administrative feasibility, allocation of training time, and completeness of lesson plans.

The complete experimental training program was administered to two companies of AIT trainees at Fort Ord, California. Questionnaires rating the regular and experimental programs were administered to instructors and trained observers who were familiar with both programs. Trainees also completed questionnaires that compared this type of instruction with their previous instruction.

Results

The following major training innovations were incorporated in the Task RIFLEMAN Program:

- (1) The use of opposing forces: Trainees in pairs, teams, or squads opposed each other in training activities to increase motivation, reduce trainee errors through the observation of others, and make maximum use of time, facilities, and personnel.
- (2) The use of automated staked courses in tactical training: These courses were designed to be self-correcting, thus enabling instructors to recognize each trainee error immediately and devote individual attention to trainees needing additional instruction.
- (3) The use of detailed lesson plans to assist instructors in producing a standard training product
- (4) The elimination of formal lectures from learning units, except for material directly related to the skill being taught which was phased into the unit in small segments
- (5) Emphasis on practical word exercises, permitting trainees to practice each skill in easy stages under supervision and to correct mistakes before proceeding to the next skill.
- (6) Immediate knowledge of results provided for throughout the program as a necessary condition to improvement in trainee proficiency
- (7) Instruction scheduled by platoons with training carried out in squad-sized groups
- (8) Squad integrity maintained throughout the program
- (9) Instructors used as squad or patrol leaders
- (10) Instructional content limited to those skills and knowledges necessary to effective LWI performance

Instructors and observers, comparing the regular Army training with the experimental program on nearly 30 items under the categories of Skills and Knowledges, Training Time, Realism, Conduct of Instruction, and Motivation, judged the experimental program to be more, or much more, effective in almost every respect.

Trainee responses to questions concerning such matters as the quality of training, the use of training time, the amount of attention received from instructors, motivation, and the effect of training upon their opinion of the Army, indicated that they felt the experimental program to be more, or much more, effective in all categories.

Conclusions

1. The content and methods of the RIFLEMAN IV training in both Rifle Squad Tactical and Patrolling training were judged, by military observers and trainees, to be considerably better than that of comparable portions of the current Revised Infantry AIT Program.

2. RIFLEMAN IV instruction has been proven administratively feasible by test at Fort Ord, California, under present ATC limitations of time, personnel, and materiel.

3. The RIFLEMAN IV instruction includes the essentials of the current Revised Infantry AIT Program and conforms to current doctrine and USAIS and HQ USCONARC guidance.

4. The Patrolling portion of the RIFLEMAN IV instruction contained in Appendix E of this Technical Report can be substituted for that portion of the Revised Infantry AIT Program, 10 February 1964, contained in Annex FF.¹

5. The RIFLEMAN IV Technique of Firing and Tactical training, to be found in Appendix D of this report, can be integrated with TRAINFIRE II and other features of the current Army training contained in Annex GG, Revised Infantry AIT Program, 10 February 1964, without increasing the 56 hours presently allotted to that training. This proposal would retain 26 hours of the current program, to include all of the live firing instruction and preparation for it, plus Periods 11 and 12, with the RIFLEMAN IV Program substituted for the remaining 30 hours. Such an integration substitutes improved training for 14 hours of the current program, and replaces 16 hours of unscheduled or concurrent training time with a like number of hours of specific instruction.²

6. Facilities for staging RIFLEMAN IV instruction can be fabricated locally at a negligible expenditure of funds.

7. The minimum amount of ammunition necessary to conduct RIFLEMAN IV instruction costs slightly less than that required for the current course (about \$1.00 per man).

8. The optimal amount of blank 7.62mm cartridge ammunition for RIFLEMAN IV training is twice that of the minimum necessary to conduct instruction. Increases in blank ammunition up to that amount (at cost increases per man up to about \$50.00) add to training realism and enhance the value of training commensurate with the amount of ammunition used.

¹USAIS took this action in August 1964. RIFLEMAN IV Patrolling instruction has been incorporated in the Infantry AIT Program and now appears in the latest official guidance (1).

²This integration was requested by USCONARC in a conference on 1 May 1964 and memorandum of 6 May 1964 and was accomplished with a review of the revised lesson outlines in coordination with appropriate officers of USAIS in conference 24-29 August 1964.

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Development of
Improved Rifle Squad Tactical
and Patrolling Programs for the
Light Weapons Infantryman

INTRODUCTION

Military Background

Task RIFLEMAN, the fourth phase of which is described in this report, has the mission of improving the combat proficiency of the Light Weapons Infantryman (LWI, MOS 111.0). Current Army training provides for the MOS qualification of the LWI during the 8 weeks of Advanced Individual Training (AIT), which is conducted after 8 weeks of Basic Combat Training (BCT). Upon completion of this 16-week block of training, the soldier is considered technically qualified to join a squad in combat as a replacement without additional training.

Effective preparation of the LWI for combat requires that military skills be learned and practiced under combatlike conditions. Ultimately, the LWI must execute combat performances in a variety of tactical situations within functional contexts defined by enemy activities and the physical attributes of the geographical and meteorological environment. Effective training programs must include representative samples of situations, enemy activities, and geographic conditions, since combat performance requires the LWI to recognize and react properly to the various external stimuli present.

The actions of the rifle squad in combat determine the performance requirements of the LWI. The actions of the friendly rifle squads are, of course, closely related to the actions of the aggressor. These friendly and aggressor units, in general, can be involved in three types of tactics, each of which may involve different individual skills: advancing, stationary, and retrograde. As a replacement, the LWI must contribute appropriately to the effectiveness of the rifle squad or team in combat. This is the end result of all of his training and the justification for it. He must have learned the skills, knowledges, and performances required of each type of combat action in which his squad or team participates. Furthermore, he must be able to integrate them into meaningful behaviors, coordinate them with his fellow squad or team members, and carry them out under the control of his leader.

Task Outline

Task RIFLEMAN utilized a developmental, or curriculum engineering, approach toward describing, evaluating, and improving LWI performance. A number of subtasks were conducted. The first phase was concerned with the development of the combat requirements of the LWI. A conceptualization of the essential subjects, and the general proficiency in each, to be included in the training of the LWI was developed (2). A detailed job description of the minimum technical qualifications the LWI should possess for successful participation as a combat replacement was also produced (3). This description covered 41 subjects and specified 102 separate combat performances, together with their underlying skills and knowledges. This phase of the research was accomplished

with the full cooperation of appropriate departments of the U.S. Army Infantry School (USAIS), and the final product had their full approval.¹

RIFLEMAN II was concerned with the development of training and scoring devices to be used for testing individual LWI proficiency in the third phase of the research. Devices were designed to simulate combat realism in testing LWI performance; they involved the fleeting, moving nature of actual targets under combat conditions of varying noise, terrain, and other indications (4).

RIFLEMAN III studied LWI proficiency in the particular performances judged by combat and user personnel as most critical in combat and most in need of improvement (5). A comprehensive field evaluation test was developed and administered to 51 Infantry AIT graduates to verify the existence of urgent training problems, to obtain specific information on performance deficiencies, and to provide insight into specific ways in which training might be improved. According to ratings by combat-experienced evaluators, it appeared that although the individual LWI had achieved a satisfactory level of proficiency in those skills and knowledges necessary for his completion of BCT and AIT, he was relatively ineffective in his role as a member of a squad engaged in combat-like actions. Results indicated a number of performance deficiencies that could best be corrected by developing improved Tactical and Patrolling training, with emphasis upon integration of a variety of individual skills into effective actions that involve coordination with others and responsiveness to control by leaders.

RIFLEMAN IV, with which this report deals, is a logical progression from the preceding subtasks in that it has been concerned with the development of training methods and materials to correct the deficiencies in LWI proficiency found in RIFLEMAN III. The specific research objectives of this subtask were to develop an improved Rifle Squad Tactical and Patrolling training program which would result in greater LWI ability to:

- (1) Integrate previously learned skills and knowledges into effective combat behaviors;
- (2) Coordinate these skills and knowledges with those of fellow squad or team members;
- (3) Execute tactical actions on orders issued by squad or team leaders.

Assumptions and Constraints

RIFLEMAN IV began the development of an improved program with the following assumptions and constraints:

1. The time presently scheduled during AIT for Rifle Squad Tactical and Patrolling training is sufficient to bring trainees to an acceptable level of proficiency.
2. The training facilities presently available for Rifle Squad Tactical and Patrolling training are sufficient for effective instruction.
3. The qualifications of present trainees approximate the qualifications of trainees that would obtain during mobilization.
4. The qualifications of training personnel should be regarded as those most likely to obtain during mobilization.
 - (a) During mobilization, training personnel will include large numbers of men with relatively little military training and experience.

¹Letter, USAIS, HQ, 16 September 1960, subject: Review of Critical Skills, Knowledges and Performances Paper.

- (b) The ability of these men to develop and administer training will be less than that of current training personnel.
 - (c) The more limited the skill and experience of the instructor, the greater the necessity to support him with well prepared, detailed guidance in the form of lesson plans.
5. Complete and detailed lesson plans are necessary to ensure that the training product produced by different training installations will be qualitatively similar so that replacements in combat units can be used quickly and effectively. Such lesson plans are also necessary to provide the guidance necessary for effective instruction during mobilization as specified above.

DEVELOPMENT OF THE PROGRAM

Observation of Current Training Methods and Content

On the basis of the AIT graduates' performance deficiencies, identified in RIFLEMAN III, observation of the present training was undertaken. Visits were made to three Army training centers (ATCs) and one Marine training regiment to study training methods and limitations. Detailed observations were made of the complete Rifle Squad Tactical and Patrolling training presented at each of these training centers. The following premises served as guides to the observation of training:

Premise One. Tactics and Patrolling are primarily "doing" subjects devoted to practical work in the integration of mutually related combat skills.

Premise Two. To be maximally effective, the practice of skills and knowledges should take place under conditions similar to those under which they will eventually be applied. This demands that practical work should occur in situations that provide as many of the relevant factors of real combat as possible.

Premise Three. Content should be oriented exclusively toward the needs of the LWI.

Premise Four. Knowledge of results is a necessary condition to improvement in trainee proficiency.

Premise Five. Training in complex skills involves the following phases:

- (a) Description of the task and statement to the trainee of what is to be learned
- (b) Fixation phase in which the particular task is learned through slow-paced practical work
- (c) Automatic phase in which the particular tasks are practiced and integrated into the larger job situation

The observations made by Task RIFLEMAN personnel at the training centers were recorded on the form shown in Appendix B. They were supplemented by interviews with the instructors presenting this training whose comments on the training, emphasizing necessary improvements, were recorded on the form shown in Appendix C. These training observations and instructor interviews revealed the following:

Teaching Method. There was widespread use of the lecture method during periods in which practical work exercises would be more appropriate. Lecture methods in motor skills instruction are, for the most part, ineffective use of trainee and instructor time. During lecture, only one or at most two

instructors may be used effectively, while the remaining members of the instructing staff are, of necessity, nonproductive.

Content Orientation. Content of instruction was not oriented exclusively toward the needs of the LWI. Included in the content were numerous leader skills and higher echelon information of little or no use to the LWI. Generally, committee instructors are specialists who know their subjects so thoroughly that, in many instances, they present it at their own level rather than at that of the LWI.

Group Size. Practical work groups were too large to permit effective practice of important individual skills. There were a number of reasons for this: problems caused by bottlenecks in firing practice, problems that were too long, and ineffective use of instructor personnel.

Time Allotment. Insufficient time was allotted to practicing individual skills. Seldom, if ever, was part of an exercise repeated until individual trainees had attained a level of satisfactory performance. In general, instruction progressed to the next phase without an effort to ensure that trainees had mastered the previous skill.

Use of Time. Some opportunities to inject teaching situations into training exercises were not used. For example, many exercises involved long walks through the woods that could have been filled with training situations requiring practice of individual LWI skills. In addition, the necessity for safety and control in live firing exercises resulted in these exercises being ineffective vehicles for the teaching and practice of tactical movements and coordinations.

Squad Integrity. The integrity of the training squad varied from hour to hour and day to day, precluding the learning of the real tactical coordinations that are possible in a squad when there is relatively little change in its members.

Leadership. Squads at ATCs were commanded by trainee squad leaders. These trainees were no more familiar with the material being presented than the other squad members. As a result, instructors were so involved in correcting and guiding the trainee leaders' actions that errors of the other squad members went undetected and uncorrected.

Absenteeism. Attendance at classes was frequently below 100% primarily because of details and sick calls. Make-up training was unsatisfactory and frequently not scheduled.

Cadre Utilization. Company cadremen were not effectively utilized at most ATCs. Experienced cadremen can and should be utilized as supplemental instructors whenever possible, especially during Tactical and Patroling instruction.

Standardization. Content of instruction and method of presentation were not standardized. Instruction varied from ATC to ATC and within an ATC, from instructor to instructor.

Motivation. Lack of interest on the part of trainees appeared to be widespread, with some disinterest also evidenced by instructors. The courses seemed too easy for the trainees, with too many lectures and an insufficient amount of demanding work. Furthermore, immediate knowledge of results, except in the case of isolated instruction, was not a consistent part of the training. In most instances, trainees were given knowledge of general errors only in critiques conducted at the end of a practical exercise.

A general comment that applied to all training observed concerned the absence of the use of opposing forces in training exercises. Trainees were operating in a vacuum or applying the skills they had learned against token or verbal resistance. The actual give-and-take of operating against an experienced,

skillful aggressor and the necessity for realistic combat action were completely missing. The lesson plans developed by RIFLEMAN IV made maximum use of opposing forces in training to fill this gap. Because it is believed that the use of trainees in pairs, teams, or squads opposing each other in training situations is an invaluable device in providing (a) motivation through competition, (b) maximum use of available time, facilities, and personnel, and (c) a means of reducing trainee errors through observation of others, these ideas were incorporated in the new program.

Innovations suggested by these observations and interviews were incorporated into the Task RIFLEMAN Program. They included: use of opposing forces, detailed lesson plans, elimination of formal lectures, emphasis on practical work, immediate knowledge of results, scheduling instruction by platoons with training carried out in squad-sized units, maintaining squad integrity, use of instructor as squad leader, and limiting content to "need-to-know" LWI skills.

Derivation of Training Content

Since it is unrealistic to believe that training could be developed for all possible combat actions, attention was focused on those skills and knowledges required in the combat actions judged to be most important for training effectiveness. A questionnaire was given to military personnel having had frontline combat experience in World War II or Korea to determine the percentage of training time that should be allocated to training on each of the combat actions. These combat actions were rank ordered in terms of the percentage of time allocated. Table 1 shows the combat actions and percentages of training time allocated. The four combat actions selected for training purposes were: Advancing vs. Stationary, Advancing vs. Retrograde, Retrograde vs. Advancing, and Stationary vs. Advancing.

Table 1

Task RIFLEMAN Combat Action Questionnaire and Results

Will you please fill in the blank lines opposite each of the percentage signs and return to Task RIFLEMAN at your earliest convenience? You are requested not to discuss the subject with other persons prior to filling out the questionnaire.

If you were in charge of *Rifle Squad Tactical Training* (AIT) at a training center, preparing LWIs as combat replacements, and if you were given complete freedom to design the Rifle Squad Tactical training program as you pleased, what percentage of training time would you allocate to each of the following?

Trainee Action		Aggressor Action	Percentage
Advancing	vs.	Advancing	8
Stationary	vs.	Advancing	24
Retrograde	vs.	Advancing	12
Advancing	vs.	Stationary	35
Stationary	vs.	Stationary	5
Retrograde	vs.	Stationary	2
Advancing	vs.	Retrograde	11
Stationary	vs.	Retrograde	2
Retrograde	vs.	Retrograde	1
Total			100

Determination of the skills and knowledges necessary to the LWI for effective participation as a member of a squad in combat was based on two main sources. The first was official Army training literature, especially that related to Rifle Squad Tactical and Patrolling training. Present Army Training Programs (ATPs), Army Subject Schedules (ASubjScds), Field Manuals (FM), histories of small unit actions in combat, and other available literature were reviewed. The second main source was the RIFLEMAN I report (3) which lists the critical LWI combat skills, knowledges, and performances. This is a detailed job description of the minimum requirements the LWI should possess for successful participation in combat actions as a replacement, as judged by combat experienced infantry officers and noncommissioned officers.

Using these materials as guides, the skills and knowledges necessary to the LWI for effective participation as a replacement in each combat action were listed. Some of these skills and knowledges were common to all combat actions while others were peculiar to a single one; each was weighted in terms of frequency of occurrence and the number of LWIs using a particular skill to ensure (a) that the emphasis of the instructional program upon skills and knowledges would be commensurate with the combined frequency of their occurrence and the number of trainees involved, and (b) that instruction in skills and knowledges pertinent to any type of tactical action would be incorporated in the appropriate tactical action vehicle with emphasis on that type of tactical action involving the largest numbers of LWIs and the highest frequency of the requisite skill or knowledge. The listing of the skills and knowledges for the four types of combat action selected for training purposes constituted the definition of specific content. A complete outline of these skills and knowledges and their weightings is presented in Appendix A.

Development and Sequencing of Learning Units

The RIFLEMAN IV staff grouped the training content into learning units, or training packages, and sequenced them for effective instruction. These two phases of program development were closely related and, in some instances, occurred simultaneously.

The training content provided a set of combat actions including their necessary skills and knowledges. In spite of the fact that the LWI had achieved proficiency in many of these skills and knowledges, as indicated by his satisfactory progress through the BCT and AIT programs, the RIFLEMAN III evaluation indicated he was relatively ineffective in his role as a member of a rifle squad engaged in a combatlike action. The task staff developed a number of learning units, or packages of instruction, which required the integration of separate skills, knowledges, and performances peculiar to the various kinds of combat actions. This resulted in a number of exercises or drills which, when combined, formed a complete combat action.

The general criteria listed below were closely adhered to in the derivation of learning units.

1. The most important skills and knowledges of each combat action were combined into learning units. Less important skills and knowledges were included if they were considered an integral or supplementary part of that unit.
2. Each learning unit was made sufficiently extensive in scope to represent a meaningful part of combat behavior.
3. Lecture material was eliminated from learning units except for that directly related to the skill being taught. This lecture material was phased into

the learning unit in small segments when it became appropriate to the practice of a training on a given skill.

4. Learning units were developed that scheduled maximum time to learning by doing. The skills being taught in a given unit were presented and practiced in easy stages, making it possible for trainees to learn under expert supervision. The emphasis on practical work allowed trainees to practice each skill a number of times and to correct mistakes before proceeding to the next skill.

5. In order to maximize transfer of training from practice to actual combat situations, learning units formed an association between the actual combat cues and the required tactical skills and knowledges. It is important that the LWI remain aware of the combat cues around him regardless of what he is doing. These cues are instrumental in determining what skills he will use and when a change in his behavior is necessary. Three types of cues were considered as part of the learning units:

- (a) Enemy cues: The position of the aggressor, aggressor weapons being used, and aggressor actions served as cues determining the skills and knowledges the LWI had to use. Attacks against well-entrenched aggressors using accurate fire required the proper use of fire and movement, along with proper choice of cover in the approach. Other aggressor activities required the use of other skills and knowledges or variations to fit the situation.
- (b) Friendly cues: The LWI must be trained to be aware of what is taking place around him, especially the actions of his fellow team members. Their actions determine, to a great extent, the skills and knowledges he must bring into play. The most prominent stimuli included here are the positions assumed, movements made, and use of weapons by fellow team members. The LWI learns to coordinate the use of necessary skills and knowledges with those of others. Failure to use proper skills or to time the application of skills properly results in decreased squad effectiveness.
- (c) Leader's orders: Possibly the most prevalent stimuli the LWI encounters are the orders of his squad and team leaders. He must be taught to be aware of, understand, and carry out these orders as they are given. Orders may require the LWI to execute a simple skill or a sequence of complicated skills. Training situations were provided in standard procedures and sequences of skills in response to leader's orders. The orders were as simple as those requiring an increase in rate of fire to those calling for complicated fire and movement.

Closely related to the development of learning units was the problem of the sequence in which these learning units appeared in the program. In general, learning units were sequenced in the order in which they would normally occur within a combat action. Training in individual fundamental skills was scheduled to occur before the integration of a number of these skills was required in the later phases of a combat action. The training progressed from an emphasis on individual skills to the use of integrated skills in coordination with fellow squad or team members. Learning units devoted to the integration and coordination of skills progressed from slow walk-throughs, emphasizing correctness of response, to full-fledged tactical actions stressing speed of response.

Description of the Program

Lesson plans were developed by the RIFLEMAN IV staff, with the assistance of assigned, combat experienced military personnel, to reflect the four types of combat actions selected as most relevant. These lesson plans were designed to correct the deficiencies noted in RIFLEMAN III and the observations of training made at the various ATCs. The lesson plans also incorporated the improvements suggested by experienced instructors at these training centers. Detailed lesson plans, to include narrative, were developed for use during mobilization and to ensure standardized training from ATC to ATC.

The tactical portion of the experimental course was prepared as a program of instruction in Rifle Squad Tactics to be given in Infantry AIT for qualification in MOS 111.0. This program was to supplement the regular Technique of Fire program now in use at ATCs. An automated staked course was developed for teaching combat formations. This course, consisting of stakes designating the position of each squad member in each formation, was self-correcting and allowed the instructor to correct each trainee error immediately. Another automated teaching course was developed for training skills involved in movement, selection of firing position, and choice of cover and concealment. Both of these courses were self-correcting since they involved a choice of stakes. Information on the stakes indicated whether or not the trainee selection was correct. This enabled instructors to devote individual attention to trainees needing additional instruction.

A complete outline of the training program is listed below. Detailed lesson outlines of the final recommended program with a sample diagram of the staked course are presented in Appendix D. The program, as presented in Appendix D, incorporates revisions resulting from the Fort Ord Test and recommendations made by USAIS and USCONARC. It also shows the proposed integration of the RIFLEMAN Program with TRAINFIRE II and the current Army program.

<u>Period</u>	<u>Subject</u>	<u>Hours</u>
1	Role of the LWI in Attack and Defense	2
2	Combat Formations	2
3	Observation and Reporting	2
4	Individual Movement	2
5	Limited Visibility Techniques	1
6	Fire and Movement, Assault, Consolidation and Reorganization	4
7	Selection and Preparation of Defensive Positions	4
8	Squad in Attack I	2
9	Squad in Defense I	2
10	Squad in Attack II	2
11	Squad in Defense II	2
12	Squad in Night Attack	3
13	Squad in Night Defense of Combat Outpost Line	3
14	Continuation of Attack	3
15	Squad in Hasty Defense: Delaying Action	3

The experimental course in Patrolling training was designed as a program of instruction to follow Rifle Squad Tactical training in LWI-AIT, MOS 111.0. Detailed lesson outlines of the final recommended program resulting from the Fort Ord Test and recommendations made by USAIS and USCONARC are given in Appendix E.

<u>Period</u>	<u>Subject</u>	<u>Hours</u>
1	Introduction to Patrolling and Patrolling Techniques	3
2	Day Combat Patrol: Ambush	3
3	Day Reconnaissance Patrol: Counterambush	3
4	Night Combat Patrol: Raid	3
5	Night Reconnaissance Patrol	3

EVALUATION OF THE PROGRAM

Trial Runs

Six periods of instruction were tested for administrative feasibility, allocation of training time, and completeness of lesson plans in field trials at Fort Benning, Georgia, in November 1962 and February 1963. These periods contained all of the major types of training innovations incorporated in the Task RIFLEMAN Program, including the use of automated staked courses. The subjects covered in these field trials were:

- Role of the LWI in Attack and Defense¹
- Combat Formations
- Observation and Reporting
- Individual Movement
- Fire and Movement, Assault,
- Consolidation and Reorganization
- Squad in Attack

In these preliminary tests, the use of automated staked courses in Formations and Individual Movement were determined to be completely satisfactory in increasing the efficiency of the instruction. These special facilities were fabricated locally and involved negligible expenditure of funds. Likewise, the use of opposing forces in pairs, teams, and squads was shown to increase the proficiency and motivation of the trainees.

Administration of the Experimental Training

Experimental Training Groups. The complete program was administered to two companies of AIT trainees at Fort Ord during the weeks beginning 20 and 27 April 1964. There were 144 trainees in one company and 180 in the other. The only restrictions placed on the sampling procedure were that all trainees in these two companies be working for MOS 111.0 qualification and be entering their fifth week of AIT. The experimental training was scheduled to begin after trainees had progressed through 4 weeks of the regular AIT program. Subjects were assigned to squads at the beginning of the experimental training and the integrity of these squads was maintained throughout the program. Subjects remained in the field on a semitactical bivouac during the training program.

¹The results of these tests indicated that the demonstration called for in Period 1, Role of the LWI in Attack and Defense, was not an effective training vehicle. The demonstration did not provide the detail necessary for teaching large groups of trainees. Accordingly, RIFLEMAN IV staff prepared the basis for a training film (TF) depicting the role of the LWI in attack and defense and proposed that it be produced to present this instruction. USAIS concurred in the need for such a film and agreed to sponsor it with Task RIFLEMAN staff to provide the necessary technical assistance. A script was prepared and approved by Task RIFLEMAN and USAIS representatives. This film will be issued in 1965.

Instructors. The number of instructors required varied according to the number of squads in a company. A total of 22 instructors, one Principal Instructor (PI) and 21 Assistant Instructors (AIs) were trained to present Rifle Squad Tactical instruction, and 12 instructors, 1 PI and 11 AIs to present Patrolling. This represented no increase in the number of instructors traditionally assigned to training in these areas. The instructors used had from 8 to 34 months of teaching experience with the regular training program. Detailed lesson plans and instructors' guides were made available to the instructors 3 months before the experimental training began. These instructors were also relieved of their training duties for the equivalent of a 2-week period prior to the experimental test. During this period, they were trained by the RIFLEMAN staff to present, administer, and evaluate the experimental program of instruction. Rehearsals of the program were conducted with trainee details under RIFLEMAN IV staff supervision until instructor performance was satisfactory. No instructor was responsible for presenting more than 13 hours of instruction, but the same instructor taught all 13 hours to 4 to 8 squads. Instructors were required to compare the experimental with the regular training program, since they and the specially trained observers were the only persons qualified to make these comparisons by virtue of their experience with both programs.

Observers. Six noncommissioned officers and one commissioned officer were assigned as observers. Of these, four noncommissioned officers, familiar with the regular training, were assigned to observe and report on Rifle Squad Tactical training. Two noncommissioned and one commissioned officer, familiar with the regular training, were assigned to observe and report on Patrolling training. These men were retrained along with the instructors. During the experimental tests, each observer followed his assigned training squad throughout the entire program of instruction.

Results of the Rifle Squad Tactical Training Questionnaire

The Rifle Squad Tactical Training Questionnaire was administered to all instructors and observers upon completion of the field test. This questionnaire required instructors and observers, 26 noncommissioned officers who were completely familiar with both the regular and experimental programs, to rate these programs along a number of training dimensions.

Table 2 presents this questionnaire, along with the tabulated responses to each question. The instructors consistently rated the RIFLEMAN IV Program as superior to the regular program. Ten questions relating to the training of combat skills through practical work in the experimental program elicited almost unanimous endorsement. No instructors regarded the new program as less effective than the old; more than 90% felt that trainee and instructor time was used more efficiently in the RIFLEMAN IV Program than in the regular training program. Equally high percentages rated the new program as being superior in realism and in conduct of instruction, including individual attention given to trainees, correction of errors, teaching skill in the "automated" phases, use of instructors as squad leaders, effectiveness of lesson plans and instructors' guides, and so forth. Where all aspects of training were considered as directly affecting trainee motivation, the instructors again rated the new program very favorably.

Table 2
Instructors' Responses to Tactical Questionnaire

Questions	Much More	More	Same	Less	Much Less
	Percentages				
A. Skills and Knowledges					
1. How much practical work in learning combat skills did the trainees receive in the new program as compared with the old program?	85	15	0	0	0
2. Did the substitution of practical work in the new program for lecture in the old program make the training more or less effective?	77	23	0	0	0
3. Were the trainees more or less proficient in the use of combat skills at the end of training in the new program than in the old program?	54	46	0	0	0
4. Were the skills taught in the new program more or less directly related to those used in combat than those taught in the old program?	20	76	4	0	0
5. Were the combat skills taught in the new program more or less directly related to the needs of the LWI than those taught in the old program?	48	52	0	0	0
6. Was the sequence of teaching the skills in the new program more or less effective than that used in the old program?	54	46	0	0	0
7. Did the trainees learn to integrate individual skills into meaningful combat actions more or less effectively in the new program than in the old program?	62	34	4	0	0
8. Did trainees learn to coordinate their skills with those of their fellow squad members more or less effectively in the new program than in the old program?	38	58	4	0	0
9. Did the trainees learn to respond to their squad leaders' orders more or less effectively in the new program than in the old program?	46	39	15	0	0
10. Did trainees learn more or less about being a member of a rifle squad in the new program than in the old program?	62	38	0	0	0
B. Training Time					
1. Was more or less efficient use made of trainees' time in the new program than in the old program?	58	35	7	0	0
2. Was more or less efficient use made of instructor time in the new program than in the old program?	54	42	4	0	0
C. Realism					
1. Was the training conducted in a more or less realistic setting in the new program than in the old program?	31	65	4	0	0

(Continued)

Table 2 (Continued)
Instructors' Responses to Tactical Questionnaire

Questions	Much More	More	Same	Less	Much Less
	Percentages				
2. Do you consider the training more or less realistic in the new program than in the old program?	42	54	4	0	0
3. If you perceive the training as being more realistic, did this realism make the program more or less meaningful to the trainee than the old program?	50	46	4	0	0
D. Conduct of Instruction					
1. Were more or less trainee errors corrected in the new program than in the old program?	58	34	8	0	0
2. Was there more or less immediate correction of trainee errors in the new program than in the old program?	58	42	0	0	0
3. Did the use of opposing forces in the new program enable trainees to learn more or less effectively than in the old program?	77	23	0	0	0
4. Were the instructors able to give more or less individual attention to trainees who required it in the new program than in the old program?	54	46	0	0	0
5. Were instructors able to evaluate trainee learning more or less accurately in the new program than they had been able to do in the old program?	50	50	0	0	0
6. Were the "automated" phases (combat formations, individual movement, and selection of defense position staked courses) of the new program more or less effective in teaching skills to the trainees than teaching of these same skills in the old program?	62	38	0	0	0
7. How effective was the use of one AI per squad as compared with the number previously employed?	58	35	7	0	0
8. Was the use of instructors as squad leaders more or less effective for training than the use of trainees as squad leaders?	58	42	0	0	0
9. Were the detailed lesson plans and instructors' guides more or less effective than the usual training guidance?	54	42	4	0	0
E. Motivation					
1. Do you think the use of squad integrity in the new program produced more or less motivation of the trainees than methods used in the old program?	58	42	0	0	0
2. Do you think the use of opposing forces in the new program produced more or less motivation of the trainee than methods used in the old program?	53	47	0	0	0

(Continued)

Table 2 (Continued)
Instructors' Responses to Tactical Questionnaire

Questions	Much More	More	Same	Less	Much Less
	Percentages				
3. Do you think the identification of squad members with the three weapons and rotation of weapons assignments in the squad made the trainees more or less ready for entry into combat?	28	56	16	0	0
4. If you thought that there was more practical work devoted to learning combat skills in the new program, do you think that the emphasis placed on practical work produced more or less motivation of the trainees?	58	42	0	0	0
5. If you think the training was conducted in a more realistic setting in the new program than in the old program, do you think that realism produces more motivation among the trainees?	50	50	0	0	0

Results of the Patrolling Training Questionnaire

All instructors and observers were administered the Patrolling Training Questionnaire upon completion of the field test. This questionnaire required instructors and observers, 13 noncommissioned officers and 1 commissioned officer who were completely familiar with the regular and experimental programs, to rate these programs along a number of training dimensions.

The instructors' responses, shown in Table 3, indicated strong endorsement of the experimental Patrolling program, although not as strong or as inclusive as the endorsement of the experimental Tactical program. In the area of realism, where the percentages were least favorable, subsequent interviews with the instructors indicated that they had considered the length of the patrols in the new program too short. (The experimental program was later modified to include patrols of up to 4 hours.) The fact that the responses were generally favorable is especially significant because the RIFLEMAN IV Program consisted of only 15 hours of instruction in contrast to 28 for the regular program.

Table 3
Instructors' Responses to Patrolling Questionnaire

Questions	Much More	More	Same	Less	Much Less
	Percentages				
A. Skills and Knowledges					
1. How much practical work in learning combat skills did the trainees receive in the new program as compared with the old program?	36	43	7	14	0
2. Did the substitution of practical work in the new program for lecture in the old program make the training more or less effective?	43	57	0	0	0
3. Were the trainees more or less proficient in the use of combat skills at the end of training in the new program than in the old program?	38	54	8	0	0

(Continued)

Table 3 (Continued)

Instructors' Responses to Patrolling Questionnaire

Questions	Much More	More	Same	Less	Much Less
	Percentages				
4. Were the skills taught in the new program more or less directly related to those used in combat than those taught in the old program?	14	8	71	7	0
5. Were the combat skills taught in the new program more or less directly related to the needs of the LWI than those taught in the old program?	14	50	29	7	0
6. Was the sequence of teaching the skills in the new program more or less effective than that used in the old program?	29	64	7	0	0
7. Did the trainees learn to integrate individual skills into meaningful combat actions more or less effectively in the new program than in the old program?	8	64	21	7	0
8. Did trainees learn to coordinate their skills with those of their fellow patrol members more or less effectively in the new program than in the old program?	23	69	8	0	0
9. Did the trainees learn to respond to their patrol leaders' orders more or less effectively in the new program than in the old program?	29	57	14	0	0
10. Did trainees learn more or less about being a member of a patrol in the new program than in the old program?	43	43	14	0	0
B. Training Time					
1. Was more or less efficient use made of trainees' time in the new program than in the old program?	43	57	0	0	0
2. Was more or less efficient use made of instructors' time in the new program than in the old program?	43	57	0	0	0
C. Realism					
1. Was the training conducted in a more or less realistic setting in the new program than in the old program? *	14	8	7	71	0
2. Do you consider the training more or less realistic in the new program than in the old program? *	14	15	14	50	7
3. If you perceive the training as being more realistic, did this realism make the new program more or less meaningful to the trainee than the old program?	30	50	20	0	0

(Continued)

*Subsequent interviews with instructors indicated that the primary reason for these ratings was that they considered the times too short. They indicated that patrols longer than 4 hours were wasteful of training time but that 4-hour patrols would be realistic and effective. The final program recommended by Task RIFLEMAN allows 4 hours for each patrol.

Table 3 (Continued)

Instructors' Responses to Patrolling Questionnaire

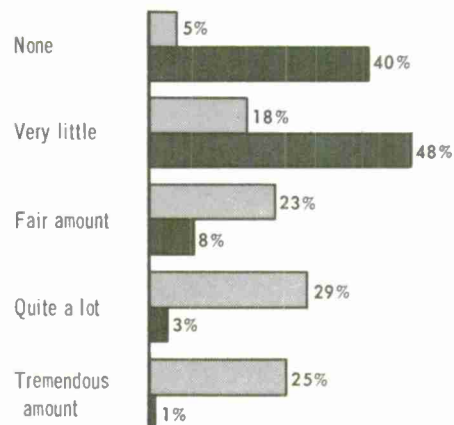
Questions	Much More	More	Same	Less	Much Less
	Percentages				
D. Conduct of Instruction					
1. Were more or less trainee errors corrected in the new program than in the old program?	43	50	0	7	0
2. Was there more or less immediate correction of trainee errors in the new program than in the old program?	43	50	0	7	0
3. Did the use of opposing forces in the new program enable trainees to learn more or less effectively than in the old program?	29	57	7	7	0
4. Were the instructors able to give more or less individual attention to trainees who required it in the new program than in the old program?	64	29	0	7	0
5. Were instructors able to evaluate trainee learning more or less accurately in the new program than they had been able to do in the old program?	29	64	7	0	0
6. How effective was the use of one AI per patrol as compared with the number previously employed?	46	39	15	0	0
7. Was the use of instructors as patrol leaders more or less effective for training than the use of trainees as patrol leaders?	38	54	0	0	8
8. Were the detailed lesson plans and instructors' guides more or less effective than the usual training guidance?	14	43	15	28	0
E. Motivation					
1. Do you think the use of patrol integrity in the new program produced more or less motivation of the trainees than methods used in the old program?	43	57	0	0	0
2. Do you think the use of opposing forces in the new program produced more or less motivation of the trainees than methods used in the old program?	23	62	15	0	0
3. If you thought that there was more practical work devoted to learning combat skills in the new program, do you think that the emphasis placed on practical work produced more or less motivation of the trainees?	36	57	7	0	0
4. If you think the training was conducted in a more realistic setting in the new program than in the old program, do you think that realism produced more or less motivation among the trainees?	18	55	9	18	0

Responses to Trainee Questionnaire

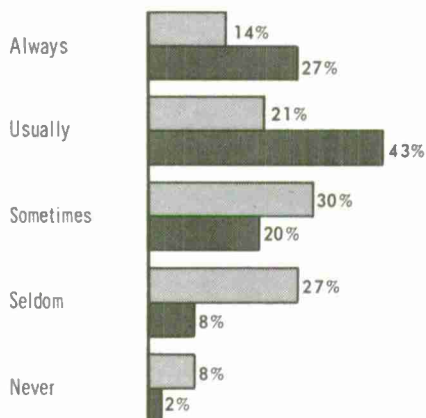
How do you feel about the training you received in the Army?



How much time do you feel was wasted during training?



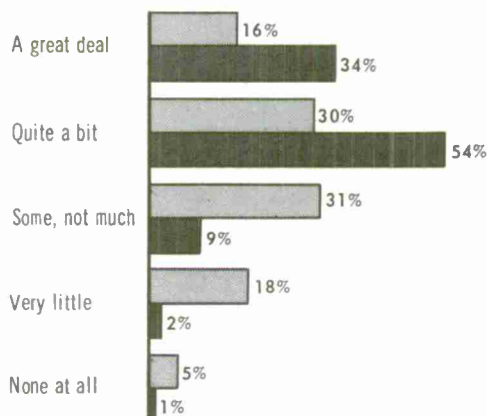
If you did a good job during training, did anyone take any notice of it?



How did the instructors seem to feel toward you during training?

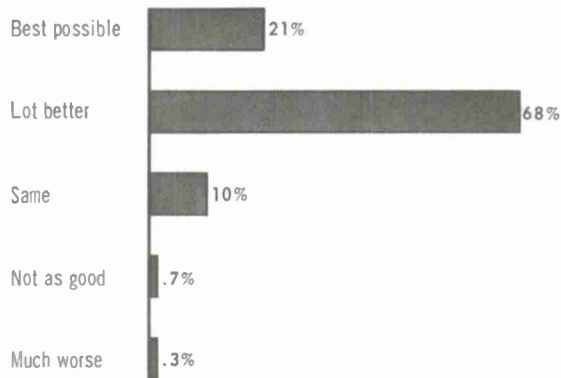


How much difference did it seem to make to the instructors whether you really learned what you were supposed to learn?

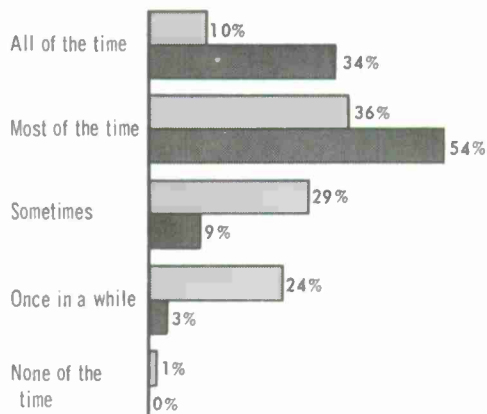


Responses to Trainee Questionnaire (Continued)

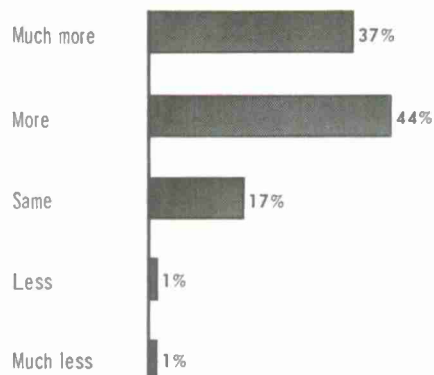
Do you think the Army's usual training would be improved if the training was conducted as it was during the experimental training program?



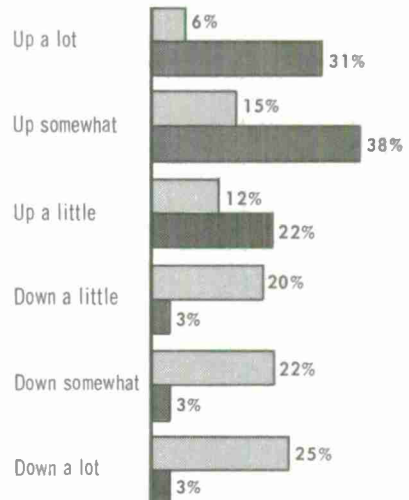
During your training, did you feel that you were learning something that would help you to do an effective job in combat?



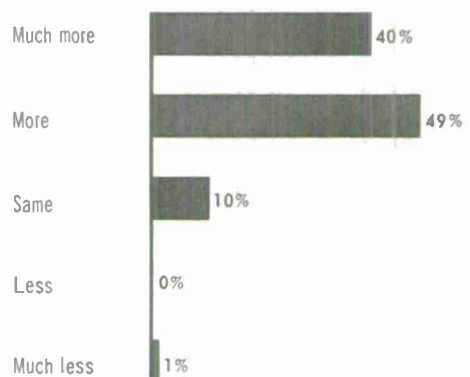
Were you as motivated to learn by the experimental training program as you were by the usual Army training?



Overall, would you say your opinion of the Army went up or down as a result of the training you received?



Did you get as much out of the experimental training as you did out of the usual Army training?



Regular Army Training

Experimental Training

Figure 1

Results of the Trainee Questionnaire

The Trainee Questionnaire, to be found in Appendix F, was administered to 280 trainees upon completion of the field tests. Trainees were asked to rate the type of instruction they received in the experimental and regular training programs along a number of training dimensions. The results of these ratings, as illustrated in Figure 1 for various dimensions of instruction, showed that the trainees considered the experimental program superior to the regular program.

DISCUSSION

Squad Tactical Training

The present Infantry AIT system is characterized by the necessity of mass producing large numbers of infantrymen qualified for combat under limitations of administrative personnel, facilities, and time. Improvements in instructional methods are required for better utilization of these resources, and this would be especially true during mobilization. This instruction should show the soldier what he must do, how to do it, and allow him to practice doing it under the guidance of a qualified instructor. In order to have an effective program, it is mandatory that the skills selected for training be such that they contribute to the combat proficiency of the LWI, that the sequence of presentation of these skills be such that the LWI can see the progression from one to another, and that the program itself act as the prime motivator for the LWI. Instructors and evaluators rated trainees as more proficient in the use of combat skills as a result of the RIFLEMAN IV Program. Ratings by instructors, evaluators, and trainees themselves indicated that the RIFLEMAN IV Program provided more motivation than the regular training program.

The exercises developed for use in the RIFLEMAN IV Program were deliberately designed for the use of blank or simulated fire and not of live fire. The safety restrictions required by the addition of live fire place controls upon individual and team movements within the squad that detract from the realism of the tactical exercises. Only through the use of blanks can trainees participate realistically in tactical exercises.

It should also be noted that live firing exercises, because of limited range facilities and control personnel, tend to become training bottlenecks. As an example, 6 hours of training time may be scheduled for a company of trainees in a particular live firing exercise. Since range facilities will accommodate only 1 or 2 squads, the 6-hour period is required to fire all of the squads of a training company. Each squad will be on the firing line for 15 to 30 minutes with another 20 to 30 minutes needed for prefiring instruction. This essentially means that out of 6 hours of scheduled company training time, each trainee receives approximately 1 hour of live firing training and 5 hours of concurrent training. Subjects covered in concurrent training normally run the gamut from "make work" to those directly related to the live firing exercises. One solution is to treat concurrent training time as time available for scheduling and to schedule meaningful instruction during this time.

This was the approach followed in the integration of the RIFLEMAN IV Program with the 10 February 1964 USCONARC Revised AIT Program of Tactics and Technique of Fire. This Revised Program is essentially the TRAINFIRE II Program with a few additional exercises. In a conference on 1 May 1964 at Headquarters USCONARC (Memorandum of 6 May 1964), USCONARC requested

that the RIFLEMAN IV instruction be integrated with the Revised Program and submitted to USAIS. This integration, together with a review of the revised lesson outlines, was accomplished in coordination with appropriate officers of USAIS in conference of 24-29 August 1964 and appears in Appendix D. It should be noted that the complete 30-hour RIFLEMAN Program was included within the current Revised Program without an increase in the 56 hours allotted and without reducing the live firing exercises. This was accomplished in two ways: (1) appropriate RIFLEMAN IV blank fire instruction was substituted for blank fire instruction in the current program, and (2) appropriate RIFLEMAN IV instruction was scheduled by platoon during available concurrent training time. Graphic representation of the substitutions is shown in Appendix D.

The recommended integration of RIFLEMAN IV training and the current Revised USCONARC AIT Program retains all live firing exercises of the Revised AIT Program. Consequently no change is recommended in the live and blank ammunition used in preparing for or participating in live fire exercises.

Certain changes in blank ammunition are required, however, to accommodate the 30 hours of nonlive firing provided for in the RIFLEMAN Program. Minimal requirements for blank ammunition for the RIFLEMAN IV training are less than the allowance for corresponding training of the current program by \$1.06 per trainee. A detailed breakdown by periods for both minimal and optimal requirements, with cost figures, is presented at the conclusion of Appendix D. Although optimal requirements were fired in the test of the RIFLEMAN Program at Fort Ord, it is considered that reduction of firing to the minimal requirements would not seriously affect the training value of the RIFLEMAN IV Program. At the same time, it is believed that expenditures up to the optimal would add realism, the value of which would be commensurate to the cost involved.

Patrolling Training

Patrolling training has always been somewhat of an enigma to the instructor. Patrols have always been too large for effective 1-man control; practical exercises have been made too long in an attempt to make them realistic; fundamental skills and knowledges have not received the practice and repetition necessary to make them automatic; correction of individual errors has never been effectively accomplished immediately, since this would provide cues to aggressor trainees stationed on the objective; and trainees have never learned to coordinate their actions effectively with other patrol members' actions because the composition of the patrol changes from day to day. Some of these deficiencies can be corrected through administrative action, but most are concerned with a basic conflict that characterizes many training programs. This is the conflict between "training realism" and "realistic training." Current Patrolling instruction is characterized by long, relatively uneventful walks through the woods, taken by comparatively large groups for the sake of combat realism. Corrections, which would detract from this realism, are deferred until after the patrol instead of given on the spot.

Training realism may be defined as the maximizing of realistic combat conditions in a training exercise. Realistic training is defined as the maximizing of conditions conducive to learning in a training exercise. An effective training program must begin with realistic training and progress logically toward the training realism of combatlike exercises. The RIFLEMAN IV Patrolling program emphasized this progression. At the early stages of training, practical exercises were interrupted to make immediate individual corrections of errors or to explain the situation. Patrols were short, action-packed, and

skills were repeated until proficiency was attained. Trainees remained in the same patrol group throughout the program. As trainees became more proficient in the use of patrolling skills, the exercises became more combat realistic and problems were interrupted only in instances of complete confusion.

The RIFLEMAN IV Patrolling training program was expanded to 32 hours to fit the time allotted to Patrolling instruction in the 10 February Revised Program. This program was approved by USAIS for submission to USCONARC and presently appears in ASubjScd 7-111 (1).

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AND
APPENDICES

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Appendix A

PROCEDURE FOR WEIGHTING THE SKILLS AND KNOWLEDGES PERTINENT TO RIFLE SQUAD TACTICAL TRAINING AND PATROLLING IN TERMS OF COMBAT ACTIONS

The program of instruction in Rifle Squad Tactical training should place emphasis on the integration of tactical skills and knowledges approximately commensurate with the combined frequency of occurrence and numbers of LWIs involved. Furthermore, instruction in skills and knowledges pertinent to any types of tactical action should be incorporated in the appropriate tactical action vehicle, with emphasis on that type of tactical action involving largest numbers of LWIs and most frequent occurrence of the skill or knowledge involved.

It was necessary, then, to weight each of the skills and knowledges with respect to each of the nine variations of the three types of combat in terms of frequency of occurrence and number of LWIs involved. This weighting was accomplished and a chart prepared according to the following procedure:

1. All weighting was accomplished judgmentally by a single experienced military person—the Senior Technician assigned to Task RIFLEMAN.
2. Frequency of occurrence and magnitude of numbers of LWI involved were weighted separately.
3. Frequency of occurrence was weighted as follows:

Never:	0
Infrequent:	1
50-50:	2
Often:	3

A numeral, 0, 1, 2, or 3 was placed in the upper left quadrant of the appropriate box opposite each of the nine variations of the three types of tactical action for each of the 157 skills and knowledges.

4. Magnitude of number of LWIs involved was weighted as follows:

None:	0
Few:	1
About half:	2
Many:	3

A numeral, 0, 1, 2, or 3 was placed in the upper right quadrant of the appropriate box opposite each of the nine variations of the three types of tactical action for each of the 157 skills and knowledges.

It is not clear at this juncture whether a rank ordering of types of action and/or skills and knowledges will be useful. It is apparent, however, that the rank ordering in terms of frequency of occurrence and magnitude of numbers of LWI involved, or a combination of the two, will be easily derivable from the chart. Likewise, rank ordering of the tactical actions can be derived from the chart.

Weight for the combined frequency of occurrence and number of LWIs involved can be used. This weight was determined by multiplying the frequency of occurrence by the number of men involved for each entry. Skills and knowledges having a high combined weighting for a certain tactical action should be

given greater emphasis during Rifle Squad Tactical training (AIT) in that tactical action than for any actions receiving lower combined weighting.

In the chart, frequency rating appears in the upper left in all boxes, number-involved rating appears in the upper right, and the combined (multiplied) result-ant of frequency and numbers involved appears in the lower center of each box.

The following rules were applied in determining frequency of occurrence and numbers of LWIs involved.

1. Frequency: In determining frequency of a skill or knowledge (S or K) with respect to a certain combat action, consider whether the S or K is a continuing responsibility for the individual. If it is, or is near continuing, enter 3; if about 50-50 enter 2; if infrequent, enter 1; if never, enter 0.

2. Numbers involved: In determining numbers involved in an S or K with respect to a certain combat action, consider how many rifle squad LWIs use the S or K ever. If all, or nearly all, enter 3; if about half, enter 2; if a few, enter 1; if none, enter 0.

Skills and Knowledges	Combat Actions										Totals
	Advancing vs. Advancing	Stationary vs. Advancing	Retreating vs. Advancing	Advancing vs. Stationary	Stationary vs. Stationary	Retreating vs. Stationary	Advancing vs. Retreating	Stationary vs. Retreating	Retreating vs. Retreating		
A. Chemical, Biological, Radiological (CBR) and Atomic Warfare											
1. Use special equipment to detect CBR agents and nuclear explosions.	1 1 1	1 1 1	1 1 1	1 1 1	1 1 1	1 1 1	1 1 1	1 1 1	1 1 1	1 1 1	9
2. Take individual protective measures against CBR agents and nuclear explosions.	1 3 3	1 3 3	1 3 3	1 3 3	1 3 3	1 3 3	1 3 3	1 3 3	1 3 3	1 3 3	27
3. Recognize, give the alarm and report presence or suspicion of CBR agents and nuclear explosions.	1 3 3	1 3 3	1 3 3	1 3 3	1 3 3	1 3 3	1 3 3	1 3 3	1 3 3	1 3 3	27
4. Evacuate CBR casualties and give them first aid.	1 3 3	1 3 3	1 3 3	1 3 3	1 3 3	1 3 3	1 3 3	1 3 3	1 3 3	1 3 3	27
5. Operate in radiological-contaminated areas taking proper precautions.	1 3 3	1 3 3	1 3 3	1 3 3	1 3 3	1 3 3	1 3 3	1 3 3	1 3 3	1 3 3	27
B. Intelligence											
6. Continuously observe to front, flanks, and rear, particularly in own sector.	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	2 2 4	3 3 9	2 2 4	1 1 1	63
7. Detect, locate and identify enemy personnel, suspected positions, bunkers, vehicles, obstacles, etc.	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	1 1 1	3 3 9	2 2 4	1 1 1	60

(Continued)

Skills and Knowledges	Combat Actions										Totals
	Advancing vs. Advancing	Stationary vs. Advancing	Retreating vs. Advancing	Advancing vs. Stationary	Stationary vs. Stationary	Retreating vs. Stationary	Advancing vs. Retreating	Stationary vs. Retreating	Retreating vs. Retreating		
B. Intelligence (Continued)											
8. Designate or report to leader or near fire source targets not suitable for own weapons.	1 3 3	1 3 3	1 3 3	1 3 3	1 1 1	0 0 0	1 3 3	1 3 3	0 0 0	19	
9. Collect, use, and report military information in addition to target information.	1 3 3	1 3 3	0 0 0	1 3 3	1 3 3	0 0 0	1 3 3	1 3 3	0 0 0	18	
C. Individual Day and Night Training											
10. Use best available cover and concealment (C and C) against flat trajectory and high angle fire, nuclear and CBR.	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	2 3 6	1 1 1	70	
11. Take advantage of C and C of trees, ditches, folds in the ground, etc., and natural and artificial C and C.	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	2 3 6	1 1 1	70	
12. Know what affords cover and what affords concealment.	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	2 3 6	1 1 1	70	
13. Select and use natural and artificial camouflage properly.	3 3 9	3 3 9	3 3 9	3 3 9	2 3 6	1 3 3	2 3 6	1 3 3	0 0 0	54	
14. Rush from C or C to C or C selecting cover and covered route and concealment and concealed route.	3 3 9	0 0 0	3 3 9	3 3 9	0 0 0	3 3 9	3 3 9	0 0 0	1 3 3	48	
15. Walk, crawl, crouch avoiding detection.	3 3 9	0 0 0	3 3 9	3 3 9	0 0 0	3 3 9	3 3 9	0 0 0	1 3 3	48	
16. Avoid noise and habitated areas.	3 3 9	2 3 6	2 3 6	3 3 9	2 3 6	1 2 2	3 3 9	1 2 2	1 1 1	50	
17. In glare or light, move quickly into darkness, or go to prone; preserve night vision.	1 3 3	1 3 3	1 3 3	1 3 3	1 3 3	1 3 3	1 3 3	1 3 3	1 3 3	27	
18. Perform terrain searching, observation and security functions.	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	2 3 6	3 3 9	2 3 6	1 3 3	69	
----- (Continued) -----											

Skills and Knowledges	Combat Actions										Totals
	Advancing vs. Advancing	Stationary vs. Advancing	Retreating vs. Advancing	Advancing vs. Stationary	Stationary vs. Stationary	Retreating vs. Stationary	Advancing vs. Retreating	Stationary vs. Retreating	Retreating vs. Retreating		
C. Individual Day and Night Training (Continued)											
19. Conform to formations (includes contact at night and low visibility).	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	81
20. Use silent weapons.	1 1 1	0 0 0	0 0 0	1 1 1	0 0 0	0 0 0	1 1 1	0 0 0	0 0 0	0 0 0	3
21. Silently cut wire.	1 1 1	0 0 0	0 0 0	1 1 1	1 1 1	0 0 0	1 1 1	0 0 0	0 0 0	0 0 0	4
22. Avoid mines.	1 3 3	0 0 0	1 3 3	1 3 3	0 0 0	1 3 3	2 3 6	0 0 0	1 3 3	1 3 3	21
23. Make identifications of individuals (friend or foe).	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	2 3 6	3 3 9	2 3 6	1 3 3	1 3 3	69
24. Maintain orientation and direction while moving on foot over unfamiliar terrain.	3 3 9	0 0 0	3 3 9	3 3 9	0 0 0	3 3 9	3 3 9	0 0 0	3 3 9	3 3 9	54
25. Know when and how to fire weapon(s).	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	81
26. Employ hand and rifle grenades.	1 3 3	2 3 6	1 3 3	2 3 6	1 3 3	0 0 0	1 3 3	0 0 0	0 0 0	0 0 0	24
27. Maintain weapons in working order.	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	81
D. Formations, Battle Drill and Elementary Fire and Maneuver											
28. Position self in any of the three standard formations. Serve as any squad member, taking intervals and distance.	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	81
29. Know all arm and hand (A and H) signals and leader's means of control for squad formations, battle plays and fire and maneuver.	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	81
30. When brought under unexpected fire while advancing, return fire, take cover, move abreast of leader; keep firing.	3 3 9	0 0 0	0 0 0	3 3 9	0 0 0	0 0 0	3 3 9	0 0 0	0 0 0	0 0 0	27

(Continued)

Skills and Knowledges	Combat Actions										Totals
	Advancing vs. Advancing	Stationary vs. Advancing	Retreating vs. Advancing	Advancing vs. Stationary	Stationary vs. Stationary	Retreating vs. Stationary	Advancing vs. Retreating	Stationary vs. Retreating	Retreating vs. Retreating		
D. Formations, Battle Drill and Elementary Fire and Maneuver (Continued)											
31. Return fire quickly at seen enemy, or area of unseen firing, without regard to fire distribution until leader controls.	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	2 3 6	3 3 9	2 3 6	1 3 3	69
32. When a member of team or squad not fired on, react to signals, orders or actions of leader.	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	81
33. On signal, execute maneuver right (left); frontal attack.	3 3 9	0 0 0	1 3 3	3 3 9	0 0 0	1 3 3	3 3 9	0 0 0	1 3 3	3 3 9	36
34. Engage all known and suspected enemy to assist and protect maneuver element in its advance.	3 2 6	1 2 2	0 0 0	3 2 6	0 0 0	0 0 0	3 2 6	1 2 2	0 0 0	0 0 0	22
35. Move toward enemy by rushes, creeping, and crawling; individually or with others.	3 3 9	0 0 0	0 0 0	3 2 6	0 0 0	0 0 0	3 3 9	0 0 0	0 0 0	0 0 0	24
36. Fire until fire is masked by maneuver element.	3 2 6	1 1 1	0 0 0	3 2 6	1 1 1	0 0 0	2 2 4	0 0 0	0 0 0	0 0 0	18
37. Move forward and assist the maneuver element in assault and consolidation.	2 2 4	0 0 0	0 0 0	2 2 4	0 0 0	0 0 0	2 2 4	0 0 0	0 0 0	0 0 0	12
38. Change from support element to maneuver element duties and back again on order.	2 3 6	1 3 3	0 0 0	3 3 9	1 3 3	0 0 0	2 3 6	0 0 0	0 0 0	0 0 0	27
39. Cover other LWIs by fire when possible.	2 2 4	2 2 4	2 2 4	2 2 4	1 2 2	1 2 2	1 2 2	1 2 2	1 2 2	1 2 2	26
40. Advance under covering fire of support element, coordinating fire and movement with other LWIs.	2 2 4	0 0 0	0 0 0	2 2 4	0 0 0	0 0 0	2 2 4	0 0 0	0 0 0	0 0 0	12
41. Close with the enemy and capture or destroy him.	3 3 9	1 3 3	0 0 0	3 3 9	1 3 3	0 0 0	3 3 9	0 0 0	0 0 0	0 0 0	33
(Continued)											

(Continued)

Skills and Knowledges	Combat Actions										Totals
	Advancing vs. Advancing	Stationary vs. Advancing	Retreating vs. Advancing	Advancing vs. Stationary	Stationary vs. Stationary	Retreating vs. Stationary	Advancing vs. Retreating	Stationary vs. Retreating	Retreating vs. Retreating		
E. Technique of Fire											
42. Move to firing line and open fire as demanded by the situation or on order.	2 3 6	2 3 6	1 3 3	2 3 6	1 3 3	1 3 3	2 3 6	1 3 3	0 0 0	36	
43. Concentrate fire.	2 3 6	2 3 6	1 3 3	2 3 6	2 3 6	1 3 3	2 3 6	1 3 3	0 0 0	39	
44. Distribute fire (breadth and area) according to prescribed procedure.	2 3 6	2 3 6	1 3 3	2 3 6	2 3 6	1 3 3	2 3 6	1 3 3	0 0 0	39	
45. Shift and adjust fire on order or as demanded by the situation.	2 3 6	2 3 6	2 3 6	2 3 6	2 3 6	1 3 3	2 3 6	2 3 6	0 0 0	45	
46. Fire rapidly as target becomes distinct or suddenly appears.	2 3 6	2 3 6	1 3 3	2 3 6	1 3 3	1 3 3	2 3 6	1 3 3	0 0 0	36	
47. Fire more slowly, maintaining fire superiority if target is indistinct.	2 3 6	2 3 6	2 3 6	2 3 6	2 3 6	1 3 3	2 3 6	2 3 6	0 0 0	45	
48. Deliver assault fire.	1 3 3	0 0 0	0 0 0	1 3 3	0 0 0	0 0 0	1 3 3	0 0 0	0 0 0	9	
49. Search for targets; fire on them.	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	1 3 3	3 3 9	3 3 9	0 0 0	66	
50. Check for orders.	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	81	
51. Know and comply with fire control means (visual, auditory, and touch).	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	81	
52. Cease fire on order or on own initiative.	1 3 3	1 3 3	1 3 3	1 3 3	1 3 3	1 3 3	1 3 3	1 3 3	0 0 0	24	
53. In limited visibility, fire at visible targets in own sector; if none, then in squad sector.	1 3 3	1 3 3	1 3 3	1 3 3	0 0 0	0 0 0	1 3 3	0 0 0	0 0 0	15	
F. Land Mine Warfare											
54. Know characteristics, capabilities, and limitations of mines, warning and illuminating devices and demolitions.	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	81	

(Continued)

Skills and Knowledges	Combat Actions									Totals
	Advancing vs. Advancing	Stationary vs. Advancing	Retreating vs. Advancing	Advancing vs. Stationary	Stationary vs. Stationary	Retreating vs. Stationary	Advancing vs. Retreating	Stationary vs. Retreating	Retreating vs. Retreating	
	Advancing	Stationary	Retreating	Advancing	Stationary	Retreating	Advancing	Stationary	Retreating	
F. Land Mine Warfare (Continued)										
55. Inspect mines, trip flares, explosives and components for completeness and serviceability before using.	0 0 0	1 1 1	1 1 1	0 0 0	1 1 1	1 1 1	0 0 0	1 1 1	1 1 1	6
56. Install arm, cover and camouflage antitank (AT) and antipersonnel (AP) mines, trip flares, warning and illuminating devices and explosives.	0 0 0	1 1 1	1 1 1	0 0 0	1 1 1	1 1 1	0 0 0	1 1 1	1 1 1	6
57. Report and record where mines, explosives, or devices were installed.	0 0 0	1 1 1	1 1 1	0 0 0	1 1 1	1 1 1	0 0 0	1 1 1	1 1 1	6
58. Maintain mines, warning and illuminating devices and components for serviceability.	0 0 0	1 1 1	1 1 1	0 0 0	1 1 1	1 1 1	0 0 0	1 1 1	1 1 1	6
59. Salvage mines as ordered.	0 0 0	0 0 0	1 1 1	0 0 0	1 1 1	1 1 1	0 0 0	1 1 1	1 1 1	5
60. Improve warning devices.	0 0 0	1 1 1	1 1 1	0 0 0	1 1 1	1 1 1	0 0 0	1 1 1	1 1 1	6
61. Comply with safety practices for all items.	0 0 0	1 1 1	1 1 1	0 0 0	1 1 1	1 1 1	0 0 0	1 1 1	1 1 1	6
62. Mark and report enemy and friendly mines, booby traps, warning and illuminating devices and explosives when found.	1 3 3	1 3 3	1 3 3	1 3 3	1 3 3	1 3 3	1 3 3	1 3 3	1 3 3	27
63. Neutralize explosive devices on order.	0 0 0	1 1 1	1 1 1	0 0 0	1 1 1	1 1 1	0 0 0	1 1 1	1 1 1	6
G. Communications Training										
64. Respond to, relay, or initiate A and H signals.	2 3 6	2 3 6	2 3 6	2 3 6	2 3 6	2 3 6	2 3 6	2 3 6	2 3 6	54
65. Same for auditory signals.	2 3 6	2 3 6	2 3 6	2 3 6	2 3 6	2 3 6	2 3 6	2 3 6	2 3 6	54
66. Same for touch signals.	1 3 3	1 3 3	1 3 3	1 3 3	1 3 3	1 3 3	1 3 3	1 3 3	1 3 3	27
67. Fire hand-held and rifle-projected ground signals.	1 1 1	1 1 1	1 1 1	1 1 1	1 1 1	1 1 1	1 1 1	1 1 1	1 1 1	9
(Continued)										

(Continued)

Skills and Knowledges	Combat Actions										Totals
	Advancing vs. Advancing	Stationary vs. Advancing	Retreating vs. Advancing	Advancing vs. Stationary	Stationary vs. Stationary	Retreating vs. Stationary	Advancing vs. Retreating	Stationary vs. Retreating	Retreating vs. Retreating		
G. Communications Training (Continued)											
68. Inspect wire communications equipment for completeness and serviceability prior to use.	1 1 1	1 1 1	1 1 1	1 1 1	1 1 1	1 1 1	1 1 1	1 1 1	1 1 1	1 1 1	9
69. Obtain necessary batteries, wire, and tape for job.	1 1 1	1 1 1	1 1 1	1 1 1	1 1 1	1 1 1	1 1 1	1 1 1	1 1 1	1 1 1	9
70. Lay wire on ground, overhead, or buried.	2 1 2	0 0 0	1 1 1	2 1 2	0 0 0	1 1 1	2 1 2	0 0 0	1 1 1	1 1 1	9
71. Make proper telephone hookups, and site and adjust radio controls for reception.	2 1 2	1 1 1	1 1 1	2 1 2	1 1 1	1 1 1	2 1 2	1 1 1	1 1 1	1 1 1	12
72. Make wire splices.	1 1 1	1 1 1	1 1 1	1 1 1	1 1 1	1 1 1	1 1 1	1 1 1	1 1 1	1 1 1	9
73. If wire or phone goes out, inspect it, locate and eliminate causes for failure.	1 1 1	1 1 1	1 1 1	1 1 1	1 1 1	1 1 1	1 1 1	1 1 1	1 1 1	1 1 1	9
74. Recover wire.	1 1 1	0 0 0	1 1 1	0 0 0	0 0 0	1 1 1	1 1 1	0 0 0	1 1 1	1 1 1	5
75. Receive and transmit telephone and verbal radio messages.	3 1 3	3 1 3	3 1 3	3 1 3	3 1 3	3 1 3	3 1 3	3 1 3	3 1 3	3 1 3	27
76. Maintain transmission security and silence as required; and code and authenticate as directed.	3 1 3	3 1 3	3 1 3	3 1 3	3 1 3	3 1 3	3 1 3	3 1 3	3 1 3	3 1 3	27
77. Carry documents, maps, written messages, and verbal messages within squad and to and from platoon leader.	2 1 2	2 1 2	2 1 2	2 1 2	2 1 2	2 1 2	2 1 2	2 1 2	2 1 2	2 1 2	18
78. Destroy messages and communications equipment when capture is imminent.	1 1 1	1 1 1	1 1 1	0 0 0	0 0 0	0 0 0	1 1 1	0 0 0	0 0 0	0 0 0	4
(Continued)											

(Continued)

Skills and Knowledges	Combat Actions										Totals
	Advancing vs. Advancing	Stationary vs. Advancing	Retreating vs. Advancing	Advancing vs. Stationary	Stationary vs. Stationary	Retreating vs. Stationary	Advancing vs. Retreating	Stationary vs. Retreating	Retreating vs. Retreating		
H. Maps and Compasses											
79. Associate prominent man-made and natural features on map (or substitute) and on the ground.	1 3 3	0 0 0	1 3 3	1 3 3	0 0 0	1 3 3	1 3 3	0 0 0	1 3 3	18	
80. Interpret configuration of terrain from contour lines.	1 3 3	0 0 0	1 3 3	1 3 3	0 0 0	1 3 3	1 3 3	0 0 0	1 3 3	18	
81. Measure map distance.	1 3 3	0 0 0	1 3 3	1 3 3	0 0 0	1 3 3	1 3 3	0 0 0	1 3 3	18	
82. Measure direction in degrees (magnetic azimuth).	1 2 2	1 2 2	1 2 2	1 2 2	1 2 2	1 2 2	1 2 2	1 2 2	1 2 2	18	
83. Move from point to point on a given magnetic azimuth.	1 2 2	0 0 0	1 2 2	1 2 2	0 0 0	1 2 2	1 2 2	0 0 0	1 2 2	12	
84. Maintain orientation and direction on foot from one point to another over unfamiliar terrain; use steering marks and offsets.	3 3 9	0 0 0	3 3 9	3 3 9	0 0 0	3 3 9	3 3 9	0 0 0	3 3 9	54	
85. Measure distance while moving on foot from point to point, using pace count.	2 2 4	0 0 0	2 2 4	2 2 4	0 0 0	2 2 4	2 2 4	0 0 0	2 2 4	24	
I. Field Fortifications											
86. Construct and maintain double and single foxholes, hasty positions, and communication trenches; cover for nuclear explosions; ditch.	1 3 3	2 3 6	1 3 3	1 3 3	2 3 6	1 3 3	1 3 3	1 3 3	0 0 0	30	
87. Construct wire obstacles and felled tree obstacles.	0 0 0	1 2 2	1 2 2	0 0 0	1 2 2	1 2 2	0 0 0	1 2 2	0 0 0	10	
88. Remove vegetation and trees to provide proper fields of fire.	0 0 0	1 3 3	1 3 3	0 0 0	1 3 3	1 3 3	0 0 0	1 3 3	0 0 0	15	
89. Camouflage position and improve as necessary.	0 0 0	1 3 3	1 3 3	0 0 0	1 3 3	1 3 3	0 0 0	1 3 3	0 0 0	15	
(Continued)											

(Continued)

Skills and Knowledges	Combat Actions									Totals
	Advancing vs. Advancing	Stationary vs. Advancing	Retreating vs. Advancing	Advancing vs. Stationary	Stationary vs. Stationary	Retreating vs. Stationary	Advancing vs. Retreating	Stationary vs. Retreating	Retreating vs. Retreating	
J. Individual Weapons Qualification: Advanced Marksmanship - Rifle and Automatic Rifle (AR)										
Engage personnel or suspected enemy positions:										
90. (a) Single or multiple, on ground or in air	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	81
91. (b) From 0-350 meters (AR up to 500 meters)	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	81
92. (c) Hastily or deliberately (as in pointing or deliberate aim)	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	81
93. (d) At rate of fire suitable to the target	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	81
94. (e) Commencing and terminating as demanded by the situation, or on order	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	81
95. (f) While stationary or moving	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	81
96. (g) In any position	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	81
97. (h) Supported or not (using best support available)	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	81
98. (i) From shoulder or under-arm firing position (or hip for BAR)	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	81
99. (j) Firing single or a rapid succession of shots (short bursts for M14 AR and BAR)	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	81
100. Reload quickly with clips or magazines (without directing observation from enemy area).	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	81
101. Engage aircraft and vehicles.	1 3 3	1 3 3	1 3 3	1 3 3	1 3 3	1 3 3	1 3 3	1 3 3	1 3 3	27
102. Maintain rifle and ammunition in operative condition.	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	81
(Continued)										

Skills and Knowledges	Combat Actions										Totals
	Advancing vs. Advancing	Stationary vs. Advancing	Retreating vs. Advancing	Advancing vs. Stationary	Stationary vs. Stationary	Retreating vs. Stationary	Advancing vs. Retreating	Stationary vs. Retreating	Retreating vs. Retreating		
J. Individual Weapons Qualification: Advanced Marksmanship - Rifle and Automatic Rifle (AR) (Continued)											
103. Apply immediate action to rifle as necessary.	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	81
104. Handle safely.	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	81
105. Fire on order from ground or air transport at personnel.	1 1 1	1 1 1	1 1 1	1 1 1	1 1 1	1 1 1	1 1 1	1 1 1	1 1 1	1 1 1	9
106. Use bipod, shoulder rest and sling (AR only).	3 1 3	3 1 3	3 1 3	3 1 3	3 1 3	3 1 3	3 1 3	3 1 3	3 1 3	3 1 3	27
K. Bayonet and Hand-to-Hand Fighting											
107. Use bayonet on rifle to deflect enemy's weapon; assume initiative, deliver thrusts, slashes, butt strokes to groin, etc.	1 3 3	1 3 3	0 0 0	1 3 3	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	9
108. Evade enemy bayonet attacks.	1 3 3	1 3 3	0 0 0	1 3 3	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	9
109. Gain initiative whenever possible.	1 3 3	1 3 3	0 0 0	1 3 3	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	9
110. Employ bayonet as a knife, striking, stabbing, or slashing at vulnerable areas of the body.	1 3 3	1 3 3	1 3 3	1 3 3	0 0 0	0 0 0	1 3 3	0 0 0	0 0 0	0 0 0	15
111. Maintain a sharp cutting edge and point.	1 3 3	1 3 3	1 3 3	1 3 3	1 3 3	1 3 3	1 3 3	1 3 3	1 3 3	1 3 3	27
L. Physical Training											
112. Dash, rush, crawl short distances.	2 3 6	1 3 3	1 3 3	2 3 6	1 3 3	2 3 6	2 3 6	1 3 3	1 3 3	1 3 3	39
113. Carry combat load up to 40 pounds.	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	81
114. Jump obstacles up to 1 1/2 meters wide; vault up to 1 meter; jump down 1 meter.	1 3 3	0 0 0	1 3 3	1 3 3	0 0 0	1 3 3	1 3 3	0 0 0	1 3 3	1 3 3	18

(Continued)

Skills and Knowledges	Combat Actions										Totals
	Advancing vs. Advancing	Stationary vs. Advancing	Retreating vs. Advancing	Advancing vs. Stationary	Stationary vs. Stationary	Retreating vs. Stationary	Advancing vs. Retreating	Stationary vs. Retreating	Retreating vs. Retreating		
L. Physical Training (Continued)											
115. Climb or scale up to 9 meters.	1 3 3	0 0 0	1 3 3	1 3 3	0 0 0	1 3 3	1 3 3	0 0 0	1 3 3	1 3 3	18
116. Dig standard one-man foxhole in average soil in 1 1/2 hours.	0 0 0	1 3 3	1 3 3	0 0 0	1 3 3	1 3 3	0 0 0	1 3 3	1 3 3	1 3 3	18
117. Throw grenades accurately from any position on any terrain up to 35-40 meters.	1 3 3	2 3 6	1 3 3	2 3 6	1 3 3	0 0 0	1 3 3	0 0 0	0 0 0	0 0 0	24
118. March by day and night on roads and cross country at normal and forced rate from 9 to 20 miles.	1 3 3	0 0 0	1 3 3	1 3 3	0 0 0	1 3 3	1 3 3	0 0 0	1 3 3	1 3 3	18
119. Fight at close quarters with bayonet or knife.	1 3 3	1 3 3	1 3 3	1 3 3	0 0 0	0 0 0	1 3 3	0 0 0	0 0 0	0 0 0	15
M. First Aid											
120. Perform 3 lifesaving steps: stop bleeding, protect wounds, prevent or treat shock for combat wounds.	1 3 3	1 3 3	1 3 3	1 3 3	1 3 3	1 3 3	1 3 3	1 3 3	1 3 3	1 3 3	27
121. Apply splints.	1 3 3	1 3 3	1 3 3	1 3 3	1 3 3	1 3 3	1 3 3	1 3 3	1 3 3	1 3 3	27
122. Administer artificial respiration.	1 3 3	1 3 3	1 3 3	1 3 3	1 3 3	1 3 3	1 3 3	1 3 3	1 3 3	1 3 3	27
123. Administer first aid for snake bites.	1 3 3	1 3 3	1 3 3	1 3 3	1 3 3	1 3 3	1 3 3	1 3 3	1 3 3	1 3 3	27
124. Administer first aid for (and prevent) foot blisters.	1 3 3	1 3 3	1 3 3	1 3 3	1 3 3	1 3 3	1 3 3	1 3 3	1 3 3	1 3 3	27
125. Administer first aid for nuclear explosions and chemical agents.	1 3 3	1 3 3	1 3 3	1 3 3	1 3 3	1 3 3	1 3 3	1 3 3	1 3 3	1 3 3	27
126. Perform casualty carry.	1 3 3	1 3 3	1 3 3	1 3 3	1 3 3	1 3 3	1 3 3	1 3 3	1 3 3	1 3 3	27
N. Code of Conduct and Rules of Land Warfare											
127. Continue fighting as long as there are means to resist.	1 3 3	1 3 3	1 3 3	1 3 3	1 3 3	0 0 0	1 3 3	0 0 0	0 0 0	0 0 0	18
(Continued)											

Skills and Knowledges	Combat Actions									Totals
	Advancing vs. Advancing	Stationary vs. Advancing	Retreating vs. Advancing	Advancing vs. Stationary	Stationary vs. Stationary	Retreating vs. Stationary	Advancing vs. Retreating	Stationary vs. Retreating	Retreating vs. Retreating	
N. Code of Conduct and Rules of Land Warfare (Continued)										
128. Evade the enemy to prevent capture, and return to friendly unit.	1 3 3	1 3 3	1 3 3	1 3 3	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	12
129. Abide by decision of senior officer when chance of being killed or captured is so strong as to make further resistance useless.	1 3 3	1 3 3	1 3 3	1 3 3	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	12
130. Conserve resources.	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	81
O. Close Combat										
Engage personnel and suspected enemy positions:										
131. (a) Single or multiple on ground	3 3 9	3 3 9	1 3 3	3 3 9	0 0 0	0 0 0	1 3 3	0 0 0	0 0 0	33
132. (b) From 0-50 meters	3 3 9	3 3 9	1 3 3	3 3 9	0 0 0	0 0 0	1 3 3	0 0 0	0 0 0	33
133. (c) Hastily (using pointing aim)	3 3 9	3 3 9	1 3 3	3 3 9	0 0 0	0 0 0	1 3 3	0 0 0	0 0 0	33
134. (d) At high rate of fire (usually)	3 3 9	3 3 9	1 3 3	3 3 9	0 0 0	0 0 0	1 3 3	0 0 0	0 0 0	33
135. (e) Commencing and terminating as demanded by the situation (usually) or on order	3 3 9	3 3 9	1 3 3	3 3 9	0 0 0	0 0 0	1 3 3	0 0 0	0 0 0	33
136. (f) While moving (stopping to fire)	3 3 9	3 3 9	1 3 3	3 3 9	0 0 0	0 0 0	1 3 3	0 0 0	0 0 0	33
137. (g) In any position	3 3 9	3 3 9	1 3 3	3 3 9	0 0 0	0 0 0	1 3 3	0 0 0	0 0 0	33
138. (h) Supported or not (using best support quickly available)	3 3 9	3 3 9	1 3 3	3 3 9	0 0 0	0 0 0	1 3 3	0 0 0	0 0 0	33
139. (i) From shoulder and underarm (or hip for BAR)	3 3 9	3 3 9	1 3 3	3 3 9	0 0 0	0 0 0	1 3 3	0 0 0	0 0 0	33
----- (Continued) -----										

Skills and Knowledges	Combat Actions										Totals
	Advancing vs. Advancing	Stationary vs. Advancing	Retreating vs. Advancing	Advancing vs. Stationary	Stationary vs. Stationary	Retreating vs. Stationary	Advancing vs. Retreating	Stationary vs. Retreating	Retreating vs. Retreating		
O. Close Combat (Continued)											
140. (j) Firing rapid succession of shots (usually) or single shots (short bursts for M14 AR and BAR)	3 3 9	3 3 9	1 3 3	3 3 9	0 0 0	0 0 0	1 3 3	0 0 0	0 0 0	33	
P. Grenades, Hand and Rifle											
Hand Grenades:											
141. (a) Engage personnel in the open in foxholes, trenches, dugouts, and vehicles	1 3 3	2 3 6	1 3 3	3 3 9	1 3 3	0 0 0	1 3 3	0 0 0	0 0 0	27	
142. (b) Know delay time and effective radius	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	81	
143. (c) Judge opportune time to switch to grenades and back to principal weapon	1 3 3	2 3 6	1 3 3	2 3 6	1 3 3	0 0 0	1 3 3	0 0 0	0 0 0	24	
144. (d) Throw accurately up to 35 meters from any throwing position, on any terrain	1 3 3	2 3 6	1 3 3	2 3 6	1 3 3	0 0 0	1 3 3	0 0 0	0 0 0	24	
145. (e) Use grenades for protective devices	0 0 0	2 3 6	1 3 3	0 0 0	1 3 3	1 3 3	0 0 0	0 0 0	0 0 0	15	
146. (f) Maintain grenades ready for use	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	3 3 9	81	
Rifle Grenades:											
147. (a) Accurately engage tanks, etc., and ground personnel with high explosive antitank at 25-115 meters	1 1 1	1 1 1	1 1 1	1 1 1	1 1 1	1 1 1	1 1 1	1 1 1	0 0 0	8	
148. (b) Engage ground personnel with fragmentation and white phosphorus (WP), using adapter at 35-150 and 35-100 meters on order or per situation	1 1 1	1 1 1	1 1 1	1 1 1	1 1 1	1 1 1	1 1 1	1 1 1	0 0 0	8	
149. (c) Use M15 sight for both direct and indirect fire	1 1 1	1 1 1	1 1 1	1 1 1	1 1 1	1 1 1	1 1 1	1 1 1	0 0 0	8	
(Continued)											

Skills and Knowledges	Combat Actions										Totals
	Advancing vs. Advancing	Stationary vs. Advancing	Retreating vs. Advancing	Advancing vs. Stationary	Stationary vs. Stationary	Retreating vs. Stationary	Advancing vs. Retreating	Stationary vs. Retreating	Retreating vs. Retreating	Retreating vs. Retreating	
P. Grenades, Hand and Rifle (Continued)											
150. (d) Seat grenades and AP launcher properly	1 1 1	1 1 1	1 1 1	1 1 1	1 1 1	1 1 1	1 1 1	1 1 1	1 1 1	0 0 0	8
151. (e) Use the M3 crimped cartridge	1 1 1	1 1 1	1 1 1	1 1 1	1 1 1	1 1 1	1 1 1	1 1 1	1 1 1	0 0 0	8
152. (f) Fire from positions varying from prone to standing, butt on ground, stump, or shoulder	1 1 1	1 1 1	1 1 1	1 1 1	1 1 1	1 1 1	1 1 1	1 1 1	1 1 1	0 0 0	8
153. (g) Fire AT and AP grenades direct fire and AP grenades indirect fire	1 1 1	1 1 1	1 1 1	1 1 1	1 1 1	1 1 1	1 1 1	1 1 1	1 1 1	0 0 0	8
154. (h) Maintain grenades, launcher, and ammunition ready for use	3 1 3	3 1 3	3 1 3	3 1 3	3 1 3	3 1 3	3 1 3	3 1 3	3 1 3	3 1 3	27

Appendix B

RIFLEMAN IV TRAINING OBSERVATION SHEET

Date: _____

Place: _____

Observer: _____

1. Subject: _____

2. Period: _____

3. Instructor(s): _____

Comments: _____

4. Assistant Instructor(s): _____

Comments: _____

5. Trainees: _____

6. Facilities:

a. Terrain: _____

b. Equipment: _____

7. Conduct of the Instruction:

a. Lecture-Demonstration:

(1) Length of time: _____ Comments: _____

(2) Good Points: _____

(3) Comments: _____

b. Practical work:

(1) Time allotted to group of trainees: _____ Comments: _____

(2) Time allotted to each trainee: _____ Comments: _____

(3) How many times did a given trainee actually practice the skills and knowledges covered? _____ Comments: _____

(4) How much supervised instruction did each trainee receive? _____

(5) Good points: _____

(6) Comments: _____

c. Critique of trainee's performance:

(1) How was the critique handled? _____

(2) Good points: _____

(3) Comments: _____

d. Testing of individual performance:

(1) What sort of test was given? _____

(2) Good points: _____

(3) Comments: _____

e. Motivation:

(1) What means were used to maintain trainee motivation? _____

(2) Good points: _____

(3) Comments: _____

f. Realism in training:

(1) Good points: _____

(2) Comments: _____

Appendix C

RIFLEMAN IV INSTRUCTOR INTERVIEW SHEET

Date: _____

Place: _____

Observer: _____

1. Subject: _____

2. Background information:

a. Length of service: _____

b. Combat time: _____

c. Combat assignment: _____

(Platoon leader of rifle platoon; mess sergeant,

mechanic, mortar gunner, artillery gunner, CWS, QM; or other)

d. Instructor experience:

(1) What instructor training have you received here: _____

Elsewhere: _____

(2) Apprenticeship here: _____

Elsewhere: _____

(3) Instructor experience here: _____

Elsewhere: _____

(4) Present instructor duties: _____

(What part of what subject do you teach?)

(5) In all instructor experience, what is the average length of actual instructor time per each assignment? _____

3. How would you improve the training in your subject? _____

4. How would you improve other parts of Rifle Squad Tactical and Patrolling Training? _____

5. When you were assigned to teach your present subject, what materials were given to you to teach from? _____

6. Did you write your own lesson plans or were these supplied from other sources? _____

If you used sources other than those supplied, what were they? _____

7. When you are given lesson plans, do you usually consult the references listed in ATP 7-17, appropriate ASubjScds, FMs, and Training Center guidance to obtain background materials, or do you rely on your own military experience to obtain these source materials? _____
8. Would you prefer to teach from:
 - a. An instructor's guide from which you could make your own lesson plans? _____ Why? _____
 - b. Lesson plans in outline form? _____ Why? _____
 - c. Complete lesson plans that could be read to trainees, if necessary? _____ Why? _____
 - d. Other (specify) _____
9. How much time do you spend, on the average, in preparing to teach your assigned course? _____
10. How is this preparation time broken down? _____
11. Are you responsible for the lecture, demonstration, and practical work in your subject? _____ If not, how is this responsibility divided? _____
12. How much time is spent on the lecture-demonstration phase of your subject? _____
13. How much time is spent on practical work? _____
14. How is this practical work carried out? _____
15. How much supervised practical work does each trainee receive? _____
Describe: _____
16. How do you evaluate trainee performance in your subject? _____
17. If you do not conduct this evaluation, who does? _____
18. In your subject, what skills and knowledges do trainees find difficult to learn? _____
Why? _____
19. In your subject, what skills and knowledges do trainees find easy to learn? _____
Why? _____
20. Are there any parts of your course that could be omitted because of adequate previous training? Give examples: _____
21. How much time is spent on limited visibility training in your subject? _____
Of this time how much is at night? _____
Smoke: _____ Other: _____
22. How is the limited visibility training in your subject conducted? _____
23. Are the facilities available for conducting training in your subject adequate? (Explain if not.) _____
Land: _____ Equipment: _____ Personnel: _____
24. Is there any loss of training time in your subject due to inadequate facilities? _____ If so, specify: _____

25. How much of the training time in your subject is spent on concurrent training? _____
26. Is the time spent on concurrent training related to your subject (specify training in both cases)? _____
27. Is the POI for your subject the same as that specified in ATP 7-17 and supporting subject schedules? _____ If not, indicate where differences occur:

Appendix D

RIFLEMAN IV RIFLE SQUAD TACTICAL TRAINING PROGRAM AND ITS PROPOSED INTEGRATION WITH TRAINFIRE II

A. Proposed Integration

The integration of the 30 hours of the RIFLEMAN IV Program with TRAINFIRE II and other features of the current USCONARC Revised AIT Program is illustrated in Figure D-1.

In order to prepare the trainee more fully for learning the skills he would most need to apply in combat, the RIFLEMAN IV Program utilizes the entire first period for orientation, covering this training in films specifically designed for the course, and due to be issued in 1965.

Twenty-six hours of the Revised Program have been left exactly the same. They are the firing exercises in Periods 2, 3, 5, 7, and 8 and all of Periods 11 and 12. Therefore, all preparation and firing time per man or per squad, in both the TRAINFIRE II-based exercises and Periods 11 and 12, have been left strictly as in the Revised Program.

Twelve hours of concurrent training time in Periods 3, 5, 7, and 8, for the most part either loosely controlled or repetitious in the Revised AIT Program, are replaced by Squad vs. Squad exercises directly controlled by the instructor squad leader. In these exercises every squad member makes 12 attacks and 12 defenses. These 12 hours constitute a virtual addition to the program because all instruction of consequence prescribed in concurrent training of the Revised AIT Program is included in the practical work of the proposed Squad vs. Squad exercises.

The 4 hours devoted to Tactical Training for Squad in Defense in the Fourth Period of the Revised Program are utilized for the same subject, covering the same phase of instruction. Improvements in the period include an hour devoted to automated selection of defensive positions, emphasizing identification of the military crest and fields of fire; interspersing of instruction along with the numerous tasks; installation of field expedients for limited visibility firing and fires during final protective fire; actual preparation of a defensive position to include improvement of foxholes, camouflaging of position, installation of protective wire and inert claymores as well as marking of vegetation for clearing of fields of fire.

The 4 hours devoted to Tactical Training for Squad in Attack in the Sixth Period of the Revised Program are utilized for the same subject, covering the same phase of instruction. Improvements in the period include a more gradual transition from individual skills to squad actions; specific emphasis on inter-actions between squad members and leaders to include deliberate practice of covering fires within the squad; interspersing of instruction along with the several tasks; progressive training in Fire and Movement, commencing with pairs with emphasis on trainee observation and correction of observed errors.

Four hours, made available by compressing and improving the instruction of the Ninth and Tenth Periods of the Revised AIT Program, are utilized as follows: 2 hours to teach combat formations employing a new and more effective

Proposed Integration of RIFLEMAN IV-Developed Instruction into USCONARC Revised AIT Program, 10 February 1964

USCONARC Revised AIT
Program 10 February 1964

RIFLEMAN IV-Developed
Instruction

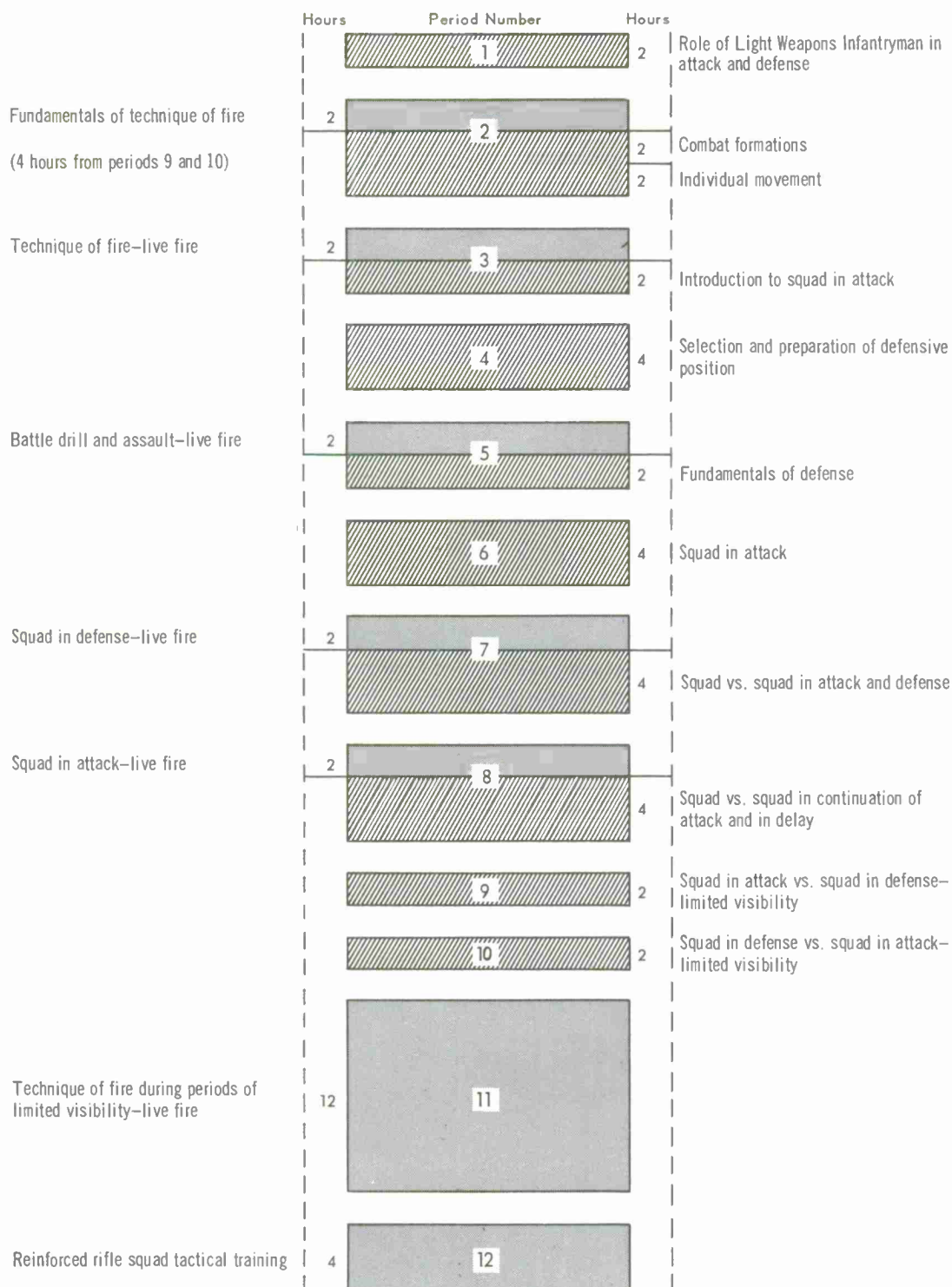


Figure D-1

automated teaching technique; 2 hours to review and practice Individual Movement, also to employ an automated course, which forces the trainees to make necessary decisions and to practice the required techniques repeatedly, and which, in addition, provides them with immediate knowledge of results.

B. Proposed Program

Proposal of Task RIFLEMAN for Integrating TRAINFIRE II and Other Features of Annex GG, USCONARC Revised AIT Program of 10 February 1964, and RIFLEMAN IV. (Format, period numbers, and sequence conform to Annex GG. Format conforms to CON Reg 310-16 for Army MOS Subject Schedules.)

Infantry AIT Program

• • •
Lesson Outlines
• • •

Annex GG

Technique of Fire and Tactics, Rifle Squad (56 Hr.)

1. Objectives:

Same as in Annex GG, 10 February 1964, Revised Program except
(a) change Note 4 to read: The First Period and the 2 hours of Fundamentals of Technique of Fire of the Second Period will be presented to MOS 111 and 112;
(b) add: "Note 5. Unless there are reasons to the contrary the training in this Annex should be presented in accordance with the following schedule:

Period	Subject	Groups						Day
		A	B	C	D	E	F	
1	Role of the Light Weapons Infantryman	0800 - 1000						1
2	Fundamentals of Technique of Fire	1000 - 1200						
	Combat Formations	1300 - 1500			1500 - 1700			
	Individual Movement	1500 - 1700			1300 - 1500			
3	1st Hour Technique of Fire -Live Firing	0800 - 0900			1300 - 1400			2
	2nd Hour Technique of Fire -Live Firing	0900-1000	1000-1100	1100-1200	1400-1500	1500-1600	1600-1700	
	1st Hour Introduction to Squad in Attack	1000-1100	0900-1000	0900-1000	1500-1600	1400-1500	1400-1500	
	2nd Hour Introduction to Squad in Attack	1100-1200	1100-1200	1000-1100	1600-1700	1600-1700	1500-1600	
4	Selection and Preparation of Defense Position	1300 - 1700			0800 - 1200			
5	1st Hour Battle Drill and Assault - Live Firing	0800 - 0900			1300 - 1400			3
	2nd Hour Battle Drill and Assault - Live Firing	0900-1000	1000-1100	1100-1200	1400-1500	1500-1600	1600-1700	
	1st Hour Fundamentals of Defense	1000-1100	0900-1000	0900-1000	1500-1600	1400-1500	1400-1500	
	2nd Hour Fundamentals of Defense	1100-1200	1100-1200	1000-1100	1600-1700	1600-1700	1500-1600	
6	Squad in Attack	1300 - 1700			0800 - 1200			

Period	Subject	Groups						Day
		A	B	C	D	E	F	
7	Squad in Defense - Live Firing	0800-1000	1000-1200	1300-1500	1500-1700			4
	Squad in Defense vs. Squad in Attack	1000-1200	1300-1500	0800-1000			1500-1700	
	Squad in Attack vs. Squad in Defense	1300-1500	0800-1000	1000-1200		1500-1700		
8	Squad in Attack - Live Firing	1500-1700			0800-1000	1000-1200	1300-1500	
	Squad in Delay vs. Squad in Continuation of Attack			1500-1700	1000-1200	1300-1500	0800-1000	
	Squad in Continuation of Attack vs. Squad in Delay		1500-1700		1300-1500	0800-1000	1000-1200	
9	Squad in Attack vs. Squad in Defense - Limited Visibility	Dusk Minus 1 Hour to Dusk Plus 1 Hour						
10	Squad in Defense vs. Squad in Attack - Limited Visibility				Dusk Minus 1 Hour to Dusk Plus 1 Hour			
7	Squad in Defense - Live Firing					0800-1000	1000-1200	5
	Squad in Defense vs. Squad in Attack				0800-1000	1000-1200		
	Squad in Attack vs. Squad in Defense				1000-1200		0800-1000	
8	Squad in Attack - Live Firing		0800-1000	1000-1200				
	Squad in Delay vs. Squad in Continuation of Attack	0800-1000	1000-1200					
	Squad in Continuation of Attack vs. Squad in Delay	1000-1200		0800-1000				
9	Squad in Attack vs. Squad in Defense - Limited Visibility				Dusk Minus 1 Hour to Dusk Plus 1 Hour			
10	Squad in Defense vs. Squad in Attack - Limited Visibility	Dusk Minus 1 Hour to Dusk Plus 1 Hour						
12	Reinforced Rifle Squad Tactical Training	1300 - 1700						
11	Technique of Fire in Periods of Limited Visibility	0800 - 1200; 1300 - 1700 and 4 Hours After Dark						6

2. FIRST PERIOD (2 HR.): ROLE OF THE LIGHT WEAPONS INFANTRYMAN

NOTE 1: Entire company attends.

a. Training Facility Requirements: Bleachers or other seating for entire company

b. Instructor's Equipment: None

c. Trainee Equipment Requirements: Notebooks and pencils

d. References: FM 7-11, par. 8; FM 7-15, pars. 5a, 6d, and f, 25-29, 33-38, 93-96, 101-104; FM 23-12, pars. 72-92

e. Training Aids:

(1) For introduction: 1 chart, 4'x6', outline of course; 10 colored helmets; armbands and chevrons; TOE equipment for demonstration squad; 1 pointer

(2) For Role of the LWI in Defense; 1 chart 4'x6', echelons of defense; 1 chart 4'x6', squad in defense on the FEBA (forward edge of the battle area) (par. h (2) (e), (f) and (g) below)

(3) For Role of the LWI in Attack: 1 chart, 4'x6' to illustrate conduct of the attack (par. H (3) (d) and (e) below)

f. Ammunition Requirements: None

g. Learning Objective: To teach the soldier his role as a squad member in the attack and defense, as a basis for his Tactical training

h. Lesson Outline:

(1) Introduction (10 min.)

(a) Explain the objectives of the Technique of Fire and Rifle Squad Tactics Course (par. 3c, FM 23-12).

(b) Display chart outline of course. Discuss briefly.

(c) State the standard required of each man, satisfactory performance of all skills.

(d) Tie learning to preparation for combat.

(e) Discuss methods of instruction, learning by doing.

(f) Explain and illustrate, using a demonstration squad, organization of the rifle squad.

(g) Demonstrate the squad formation. (Briefly discuss use.)

(2) Role of the LWI in Defense (40 min.)

(a) State the mission of a defending squad.

(b) State advantages of defenders.

(c) Explain and illustrate (chart) echelons of defense. Explain generally type of action of a squad at the different echelons, and similarities of actions.

(d) Explain the Fundamentals of Defense.

INSTRUCTOR'S NOTE: Par. 96, FM 7-15 approaches the fundamentals from the platoon leader's point of view. The instructor should use this paragraph as a guide but make his presentation represent considerations of the individual soldier; only where necessary, the leader.

(e) Explain and illustrate (chart) Rifle Squad in defense on the FEBA. Cover:

1 Frontages

2 Fire team integrity; single and double foxholes

3 Supplementary positions

4 Squad order (cover five paragraphs, omit detail)

5 Local security

6 Selection of firing positions, observation, fields of fire, areas of responsibility, overlap of fires

7 Priority of work for preparation of a position

8 Control measures

(f) Explain briefly and illustrate (chart) conduct of a Squad in Defense on the FEBA.

1 Covering withdrawal of combat outposts

2 Observation

3 Action of security posts

- 4 Action of supporting weapons
- 5 Withdrawal of security posts
- 6 Engagement of enemy as they come within range of squad weapons on the FEBA
- 7 Surprise fire on enemy
- 8 Squad and team leader control of fires
- 9 Shifting weapons to alternate or supplementary positions
- 10 Increasing volume of fire as enemy continues his approach
- 11 Antitank fires of squad (M72 Light Antitank Weapon) and supporting AT weapons
- 12 Supporting fires of artillery and mortars
- 13 Platoon final protective fires
- 14 Fires of the squad during final protective fires
- 15 Use of mines, fougasses, and claymores
- 16 Repelling enemy by close combat
- 17 Pursuit of repelled enemy by all available fire
- 18 Reestablishing local security
- 19 Firing on likely enemy regrouping
- 20 Reorganization and consolidation
- 21 Keeping commander informed

(g) Summarize

(3) Role of the LWI in Attack (50 min.)

(a) State the mission of an attacking squad.

(b) State advantages of attackers.

(c) Explain how the following fundamentals apply to the individual soldier and the squad in the attack:

- 1 Decisiveness. Carrying the fight to the enemy
- 2 Making the ground work for you. Seeing and not being seen; selecting positions and routes
- 3 Concentration of combat power. Both numerical superiority and fire superiority
- 4 Surprise. Deceiving the enemy; hitting the enemy where and when he least expects it
- 5 Unity of effort. Knowing your unit's plan of action and location of adjacent men; acting in complete accord
- 6 Fire and maneuver. Establishing a base of fire with one element while another element maneuvers to close with and destroy the enemy
- 7 Fire and movement. One element providing close support while another element advances toward the enemy or assaults his position
- 8 Locating the enemy. Holding him in position and finishing him off
- 9 The assault. Closing with and destroying the enemy
- 10 Security.

(d) Explain and illustrate (chart) the conduct of the attack and control measures for a squad and squad members in:

- 1 Assembly area. Define and state actions taken therein.
- 2 Squad order. Cover five paragraphs, omit detail.
- 3 Action from assembly area to Line of Departure (LD). Define LD.

- 4 Action from LD to Final Coordination Line (Final CL).
Define Final CL.
 - a Action if subjected to artillery or mortar fire
 - b Action when enemy resistance is encountered
 - c Action if obstacles are encountered
- 5 Movement from Final CL to objective. Define objective.
 - a Supporting fire action
 - b Use of Assault Fire techniques - when the fires of attackers have eliminated or neutralized enemy fire (par. 34, FM 7-15)
 - c Conduct of assault against a strong enemy defense (par. 35, FM 7-15)
 - d Conduct of assault when fire superiority has not been gained (par. 36, FM 7-15)
 - e Consolidation
 - f Reorganization
- 6 Action to continue the attack
- (e) Summarize.

NOTE: An Army training film, "Role of the Light Weapons Infantryman, Part 1—Rifle Squad in Attack, Part 2—Rifle Squad in Defense," has been prepared and is due for publication in 1965. It is intended that this film, with appropriate introductions, summaries, etc., will supplant the conference instruction of this period as soon as it is in hands of troops.

3. SECOND PERIOD (6 HR.): FUNDAMENTALS OF TECHNIQUE OF FIRE, COMBAT FORMATIONS, AND INDIVIDUAL MOVEMENT

NOTE: For this period the company is divided into six* approximately equal groups. For the first 2 hours all groups attend Fundamentals of Technique of Fire. For the next 2 hours groups A, B, and C attend Combat Formations while groups D, E, and F attend Individual Movement. For the last 2 hours groups A, B, and C interchange with groups D, E, and F. Trainees have been divided previously into TOE squads (less squad leaders) with TOE weapons. AIs, one per squad, act as squad leaders and conduct the entire period of instruction.

- a. Training Facility Requirements
 - (1) For Fundamentals of Technique of Fire, firing range facilities to accommodate the entire company
 - (2) For Combat Formations, flat or rolling terrain, reasonably free of underbrush, sufficient for half a company
 - (3) For Individual Movement, sufficient broken terrain with low vegetation to accommodate half a company
- b. Instructor's Equipment: None
- c. Trainee Equipment: As prescribed
- d. References
 - (1) For Technique of Fire: FM 23-12, pars. 6-28, 80-84, 86-90
 - (2) For Combat Formations: FM 7-15, pars. 3-6; FM 23-12, pars. 76-81; and App. IV
 - (3) For Individual Movement: FM 21-75, pars. 8, 21b and c

*For consistency, six groups, instead of two (obviously required), are indicated here because a 6-group breakdown is required for the remainder of the course.

e. Training Aids

(1) For Technique of Fire: 1 chart, Fundamentals of Technique of Fire; 1 chart, classes of fire with respect to target; 1 chart, rifle squad organization; 1 chart, squad sector of fire; 1 chart, distribution of fire; 1 chart, fire and movement; 1 chart, fire command (Fig. 77, App. IV, FM 23-12); 1 pointer; 1 easel; 1 simulator, small arms fire SM2; and 1 standard field sound set

(2) For Combat Formations: Each squad is provided a staked drill layout of 10 stakes for each of the four formations. See Figs. 37, 38 (use Alfa leading), 39 (use not modified), and 40 FM 23-12. The 40 stakes (1" x 4" x 2') are stencilled in 1" black letters on one side only to correspond to positions in the squad; e.g., 4 each, SL, A-R (Alfa rifleman), A-AR, A-TL, A-G, B-R1, B-G, B-TL, B-AR, B-R2, or whatever is the current organization. (B-R2 is the left rifleman in line and in column, fire teams abreast; in the other formations he is the rear rifleman.) Squad layouts are made like those referred to above in Figs. 37-40 with 5* meters distance and/or interval between stakes in a formation. Squad column fire teams in column, squad file, and squad column fire teams abreast layouts are installed side-by-side 5 meters apart and 5 meters in front of the squad line layout. Before stencilling, the top 6 inches of all stakes are painted on both sides; the 4 SL stakes red, the 8 TL stakes yellow, all others white. Stencilled sides of all stakes in squad line face away from the layout; stencilled sides of all other stakes face away from the squad line. This is done to force trainees, other than team leaders, to make decisions, go to stakes they think are correct, then look on the far side of the stake to verify the correctness of their actions. Four charts, each 2' x 2' showing content of Figs. 37, 38, 39 and 40, FM 23-12. One piece chalk.

(3) For Individual Movement: A staked course, of one or more lanes, with a total of 21 lines of three possible individual positions each, is prepared to accommodate each squad. The three possible positions on each of the 21 lines are marked by 1" x 4" x 24" stakes (numbered A, B, C). Lines are marked by stakes (1-21) each centrally located on its line. Lines are about one rush apart; lettered stakes on lines are up to 5 meters apart laterally. Positions are sited in by eye to eye contact between an instructor on the positions and one on the objective. One position on each line should be the "best" available; the other two should be only "good," "fair," or "poor." A 3" x 5" typed card, enclosed in plastic is securely attached to the near side of each lettered stake indicating the good and poor points of the positions, correct movement to the position, and instructions if the best or short-of-best position is selected (see par. H (2) (e) below). After continued use paths will be worn to the best position on each line. To counteract this, instructors should take steps to beat down the grass to all positions, and redesignate best positions after alterations have been made in cover and concealment.

f. Ammunition Requirements

(1) For Technique of Fire, per company: Cartridges tracer, 7.62mm, 1520 rounds; cartridges HE, 40mm M406, 53 rounds

(2) For Combat Formations: None

(3) For Individual Movement: Cartridges blank, 7.62mm, per trainee, 20** rounds

*If 5-meter intervals and distances are found to be too fatiguing or wasteful of time, both may be shortened to as little as 2 meters, provided emphasis is placed on correct intervals and distances in the second hour of Formations Instruction.

**20 rounds optimal; 10 rounds minimal

g. Learning Objectives

(1) To give the soldier a general knowledge of Technique of Fire of the rifle squad

(2) To train the soldier to take all positions correctly in the fire team in the prescribed formations, on signal; and to observe in the direction corresponding to each place in the fire team

(3) To train the soldier to use the high crawl, low crawl, and rush; and to teach him terrain appreciation, selection of firing positions, and proper use of cover and concealment

h. Lesson Outline

(1) Fundamentals of Technique of Fire

(a) Explain and demonstrate range determination.

1 100 meter unit of measure method

2 Appearance of objects methods

3 Factors affecting the appearance of objects

(b) Explain and demonstrate the finger measurement method.

(c) Explain and demonstrate the characteristics of rifle, automatic rifle and grenade launcher fire.

1 Trajectory, danger space, cone of fire, beaten zone, and casualty radius

2 Types of fire with respect to the ground

3 Types of fire with respect to the target

(d) Explain and demonstrate application of fire.

1 Organization of the rifle squad

2 Squad sector of fire

3 Distribution of fire

a Linear target

b Column target

c Area target

4 Assault fire

5 Concentrated fire

6 Fire and maneuver

(e) Explain and demonstrate the methods of fire control.

1 Major problems of fire control

2 Formal fire command

3 Other methods of fire control

a Oral

b A and H signals

c Prearranged signals

d Passing orders from man to man

e Personal contact

f Use of team leaders

g Standing operating procedures

(2) Combat Formations (2 hr.)

INSTRUCTOR'S NOTE: If men are not equipped as prescribed with TOE weapons, helmets are marked with chalk for positions.

(a) Staked course practice (1 hr.)

1 Explain reasons for formations, and objective.

2 Explain and illustrate (four charts) formations and observation responsibilities. Demonstrate and practice formation signals.

- 3 Explain variations in distance and interval, and modifying formations.
- 4 Using signals and voice command conduct squad drill on staked drill course. Have team leaders repeat signals. (Al commands and supervises but does not participate.) On signal and command have the squad move back and forth from squad line to squad file; then from line to column, fire teams abreast; then from line to column fire teams in column; then move the squad randomly back and forth to all except the line formation, until all members perform each formation change without fault. Return to line and rotate men in fire team positions (also rotate weapons, or helmets, but not liners, marked to show positions). Repeat the entire drill. Rotate again. Repeat the entire drill again. During the drill from time to time, on command "security," have all men face their prescribed direction for observing. Occasionally have them take prone security positions.

(b) Field practice (1 hr.)

- 1 Demonstrate and have men practice signals for ADVANCE, HALT, OPEN UP, CLOSE UP, ASSEMBLE, RIGHT (LEFT) TURN, DOUBLE TIME, READY, and ATTENTION.
- 2 Explain what determines distance and interval.
- 3 Explain changing formations while moving.
- 4 Explain "base," "guiding," and "leader control."

INSTRUCTOR'S NOTE: Take the squad to a nearby area having varied terrain.

- 5 At intervals and distances appropriate to the terrain and vegetation, alternate the signals (omit voice) for change in formation, using all four formations. Explain reasons for changing formations. Continue until all squad members can go to and maintain their positions in all four formations, while moving, without fault. Then rotate within fire teams as for the drill layout, having each fire team member occupy as many successive squad positions as possible within the time allotted. Continue the drill after each rotation until there are no faults, going to all four formations. Halt the squad as necessary and make corrections. During the drill, stress observing in prescribed directions, interval, distance and observing for leaders' signals. Use signals taught in this hour.

(3) Individual Movement (2 hr.)

(a) Individual Movement practice (20 min.)

- 1 Explain use of the high crawl, low crawl, and rush.
- 2 Demonstrate and practice the high crawl, low crawl, and rush.

INSTRUCTOR'S NOTE: Demonstrate and explain each movement. Have trainees practice until all trainees can perform each correctly. Correct errors as they occur.

(b) Terrain Appreciation exercise (50 min.)

- 1 Explain and demonstrate a good firing position and the role of cover and concealment in the selection of a position and route to it.
- 2 With the squad assembled 5 to 10 meters in front of the first line of stakes on the staked course (par. e, Training Aids above) explain and demonstrate a good firing position (location) and the role of cover and concealment in the selection of a position and the route to it.
- 3 Explain how the course is run. (See Instructor's Note under par. 5 below.)
- 4 Using a trainee to demonstrate, talk the group through selection of a position on the first line of the staked course and movement to it; then on the second line.
- 5 Station all trainees of the squad at starting points (numbered stakes), other than the first and second, and conduct the exercise as indicated in the following Instructor's Note.

INSTRUCTOR'S NOTE: Trainees are sent to the numbered stake, one on every other line. (Every other line is used to prevent a man from "giving away" the best location to the man who follows him.) They choose one of the three lettered positions on the next line ahead and the method and route of moving toward it. On the instructor's signal they move to that position by the route and method selected, read the card on the stake and follow the directions on the card. If they have selected the best position, the card tells them to move to the numbered stake on that line and prepare to move again on whistle signal. If they have not selected the best position, the card will tell them why and to go directly to the best position, read that card and follow its directions. Using this method, trainees are required to select at least 10 positions, each selection being corrected by the cards on the stakes.

(c) Movement exercise (20 min.) Supervise and control individual trainees, practicing moving against individual trainees, acting as observers, as indicated in the following Instructor's Note.

INSTRUCTOR'S NOTE: This exercise has trainees practice what they have learned about individual movement and terrain appreciation in a man vs. man situation. Broken terrain is selected to give better than average cover and concealment. The squad is divided into pairs, a mover and an observer in each pair. Movers attempt to work their way to within 20 meters of the observers from a position 75 meters away without being seen. Observers fire blanks at the movers whenever they are exposed long enough to allow an aimed blank to be fired. Movers also fire at exposed observers. This exchange of fire serves to tell both observers and movers when they have exposed themselves. The instructor should require movers to make at least two short rushes, since most of them, if not controlled, will undoubtedly crawl all the way. The AI has movers and observers switch roles at half time so that both trainees gain experience in both jobs. This exercise works best if set up with movers stationed around the rim of a wheel, moving toward the observers near the center. Stakes 1" x 4" x 6' (not listed in training aids), indicating the approximate mover and observer positions, assist in control of the exercise, if vegetation is dense.

4. THIRD PERIOD (4 HR.): SQUAD TECHNIQUE OF FIRE - LIVE FIRE EXERCISE AND INTRODUCTION TO SQUAD IN ATTACK

NOTE: Company is divided; half receives instruction in Third Period, while the other half receives instruction in Fourth Period. After 4 hours the groups rotate. Trainees have previously been divided into TOE squads (less squad leaders) with TOE weapons.

a. Training Facility Requirements: Technique of Fire range facilities to accommodate one-sixth of a company; bleachers for one-half of a company; terrain, near the firing range suitable for nonfiring to accommodate one-third of the squads of one company in battle drill exercises

b. Instructor's Equipment: None

c. Trainee Equipment: As prescribed

d. References: FM 7-15, pars. 33-38, App. II, pars. 4-7; App. III, pars. 1-11; FM 23-12, pars. 14-28, 76-84

e. Training Aids:

(1) For Squad Technique of Fire, live fire exercise: 1 chart, squad sector of fire; 1 chart, distribution of fire; 1 chart, fire command (Fig. 77, App. IV, FM 23-12); 2 each, critique score chart; 1 pointer; 1 easel; 1 standard field sound set; 1 simulator, small arms fire XM2

(2) For second hour Introduction to Squad in Attack, per squad: 1 chart 2' x 2', schematic diagram of distribution of fire, entire squad covering the target (based on Figs. 78 and 79, FM 23-12); 1 chart 2' x 2', schematic diagram of distribution of fire, a fire team covering the same target as above (based on Fig. 72, FM 23-12)

f. Ammunition Requirements:

(1) For Technique of Fire, live firing, per squad: Cartridges, tracer, 7.62mm, 270 rounds; cartridges, practice, 40mm, M407, 20 rounds

(2) For Introduction to Squad in Attack, per trainee: Cartridges, blank, 7.62mm, 40* rounds

g. Learning Objectives: To give the soldier a working knowledge of the Technique of Fire of the rifle squad and battle drill

h. Lesson Outline

NOTE: Entire half company attends review and demonstration.

(1) Review and demonstration (55 min.) (Live Firing)

(a) Review and demonstrate squad application of fire.

1 Squad sector of fire

2 Distribution of fire

a Column target

b Linear target

3 Concentration of fire

(b) Review and demonstrate the methods of fire control.

1 Formal fire command

2 A and H signals

a "Are you ready?" or "I am ready."

b Commence firing

c Cease firing

NOTE: For the second, third and fourth hours of this period the half company is divided into three groups (A, B, and C or D, E, and F) of approximately the

*40 rounds optimal; 20 rounds minimal

same number of squads each. AIs, one per squad, acting as squad leaders, conduct the second, third and fourth hours of training. Groups receive instruction as follows:

<u>Groups</u>	<u>Second Hour</u>	<u>Third Hour</u>	<u>Fourth Hour</u>
A or D	Firing Exercise	First Hour Attack	Second Hour Attack
B or E	First Hour Attack	Firing Exercise	Second Hour Attack
C or F	First Hour Attack	Second Hour Attack	Firing Exercise

(2) Live firing exercise (50 min.)

INSTRUCTOR'S NOTE: For safety purposes, magazines for explosive use on the firing range are painted conspicuously yellow. They are filled centrally at the range. Firers are never issued separate rounds.

(a) This is conducted with 10-man squads with cadre personnel filling the position of squad leader. TOE weapons must be used.

(b) Squad engages a linear and a point target and is scored on both.

(c) Squad engages a column target and is scored.

INSTRUCTOR'S NOTE: Weapons are cleared and inspected and check taken to determine that no men have any live ammunition.

(d) Squad is moved to critique area. Squad leader conducts a critique of both exercises and shows the squad members their scores.

(3) First hour of Introduction to Squad in Attack (50 min.)

INSTRUCTOR'S NOTE: During both the first and second hours of Introduction to Squad in Attack, stress at every opportunity use of cover and concealment; choice of route and method of movement, improving positions, covering advancing element by fire, maintaining visual contact, passing on and responding to signals. Correct errors as they occur. Stop the action, or rerun, if necessary to get satisfactory performance. Instructors take necessary precautions to ensure that there is no live ammunition in possession of trainees or anywhere in the attack training area.

(a) Briefly review action in/at, and purpose of, assembly area, attack position, LD, and Final CL, relating Fire and Movement generally to area between LD and Final CL.

(b) Define (par. 74a and b; FM 23-12) and demonstrate Fire and Movement.

(c) First practical exercise.

1 Demonstrate Fire and Movement.

2 Divide the squad into pairs.

3 Initially have all pairs conduct a controlled Fire and Movement drill on command, with supporting fire members firing one round as the moving member moves forward. Then discontinue commands and have pairs continue Fire and Movement on their own initiative.

(d) Second practical exercise.

1 Divide the squad into groups of threes.

2 Demonstrate the exercise (par. 3 below).

3 Have one member of each group observe the other two advancing about 50 meters by fire and movement to his

position. Advancing trainees use single shots, to indicate covering fire as in first exercise. Have observers fire a single shot when an advancing man exposes himself long enough for an aimed shot.

4 Rotate positions of group members and repeat the exercise.

5 Rotate again and repeat the exercise.

(e) Third practical exercise.

1 Form the squad on line, about 2 meters' interval between men and 10 meters between fire teams, fire teams echeloned, one team 5 meters in rear of the other.

INSTRUCTOR'S NOTE: In this exercise be very deliberate, go to each fire team which is to move and explain the movement, then give signal and command. Check that each man fires 1 or 2 rounds each time he is in support role.

2 Move fire teams forward alternating Alfa and Bravo in movement and support role. As the squad approaches the objective, indicate that enemy fire (simulated) is becoming more effective; then move two men forward at a time; finally one man at a time, while the remainder of the squad fires a few blanks to indicate supporting fire.

3 If time permits repeat this exercise.

4 Hold a short critique.

(4) Second hour of Introduction to Squad in Attack (50 min.)

(a) Demonstrate and practice commands and signals for Fire and Movement. These are MANEUVER FRONT, RIGHT and MANEUVER FRONT, LEFT.

INSTRUCTOR'S NOTE: For all practical application in the remainder of the course, use A and H signals and/or voice commands for all movements. Have fire team leaders repeat all commands.

(b) Review (use chart) distribution of fire of entire squad firing on a target.

(c) Explain (use chart) distribution of fire when a fire team (or other element of the squad) has to cover entire squad target, while the other fire team (or element) advances (par. 89b; FM 23-12).

(d) Emphasize rate of fire and shifting of fire of covering element as the other element advances.

(e) Practical exercise.

INSTRUCTOR'S NOTE: Squads are paired. AIs work out the details by pairs for a Squad vs. Squad exercise. Have one squad, acting as observers, take position on an objective. Have the members of this squad fire blanks at advancing squad members in their sectors, when an advancer exposes himself long enough for observer to fire an aimed shot. Have the advancing squad advance about 125 or 150 meters by fire and movement according to the demands of cover, concealment and terrain. Observers look for errors of advancers and prepare to discuss them.

1 With AI acting as squad leader, have one squad advance by fire and movement to within 40 meters of the observing squad.

2 Hold a short joint critique.

3 Reverse the roles of the two squads and repeat the exercise.

4 Hold a short joint critique.

(f) If time permits, repeat the exercise.

5. FOURTH PERIOD (4 HR.): SELECTION AND PREPARATION OF DEFENSIVE POSITIONS

NOTE: Company is divided; half receives Fourth Period instruction while the other half receives the Third Period. Trainees have previously been divided into TOE squads (less squad leaders) with TOE weapons. AIs, one per squad, act as squad leaders and conduct the entire period of instruction.

a. Training Facility Requirements: Sufficient terrain on and near military crests to accommodate squad defensive positions on the FEBA, independent of each other, for half a company. Ideally, squad positions should be 100 meters apart, laterally, to permit the first hour's instruction to be adjacent to that of the remaining 3 hours. For the last 3 hours, permanent 2-man fox-holes with field expedients for preplanned fires are prepared for all squads.

b. Instructor's Equipment: None

c. Trainee Equipment Requirements: As required

d. References: FM 5-15, par. 51; FM 7-15, pars. 93, 94, 96, 101, and 103; FM 23-12, pars. 82, and 83

e. Training Aids: Per squad, for first hour's instruction: 1 chart 2'x2' of terrain in profile with direction of enemy, military crest and topographical crest labelled; 1 chart 2'x2' of terrain in profile suitable for student indication of military crest; stakes indicated in Figure D-2; 30 3"x5" cards in transparent containers approximately 3-1/2"x5-1/2". (Cards tell acceptability of position and why.)

Per squad, for last 3 hours' instruction: 1 whistle, thunderer, 20 large tent pins (limiting stakes); 6 small tent pins (rocket launcher recoil stakes and deflection stakes), allow 10% casualty rate; 10 hardwood stakes 1"x4"x20" pointed on one end, with a 1-3/4" wide by 1" deep notch on the other (rifle and rocket launcher support) allow 10% casualty rate; 10 logs 4" round (square or triangular) by 2' long (rifle and rocket launcher support); 10 beverage or C-ration cans, with wire for hanging and rocks (noise makers); 75 strips of engineer tape 72" long, (15 white, 15 blue, 15 yellow, 15 green, and 15 red) for marking simulated clearing; 12 standard barbed wire concertina with improvised staples; 8 long pickets and 16 short pickets (pickets permanently installed); 3 claymore simulators; 3 trip flare simulators; 300 feet salvaged WD-1 wire; 10 pairs heavy work gloves; 1 wire cutter

f. Ammunition Requirements: None

g. Learning Objective: To teach the soldier how to select and prepare a defensive position

h. Lesson Outline:

(1) Exercise—selection of individual positions (50 min.)

(a) Review mission in defense, security, squad fires, supporting fires, and reasons for preparation of position.

(b) Explain selection of defensive position and requirements of a foxhole.

(c) Explain locating the military crest, topographical crest and their relation to observation, fields of fire, cover and concealment in selection of position. (Use charts in discussions.)

(d) Explain use of the stake layout for selection of position exercise. (See following Instructor's Note.)

Stakes for Selection of Position Exercise

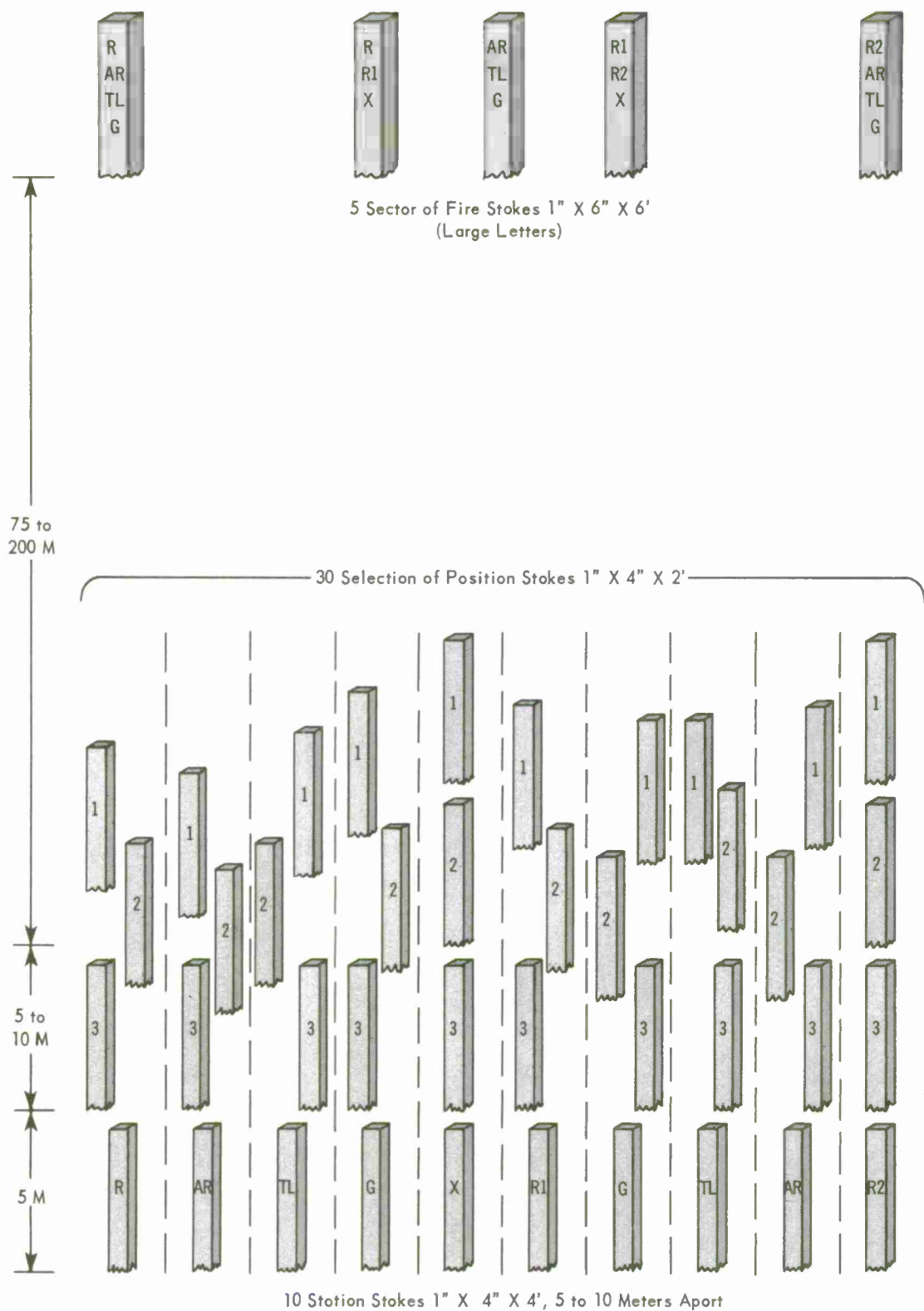


Figure D-2

INSTRUCTOR'S NOTE: Each squad is provided a permanent staked layout as shown under Training Aids in par. "e" above. To install the staked layout, each AI selects an area suitable for defense encompassing a military crest adjacent to or near the permanent defensive positions required for the last 3 hours of this period. Five to 10 meters uphill from the military crest, at intervals of 5 to 10 meters, the 10-lettered station stakes are installed. The lettered sector of fire stakes are installed 75-200 meters to the front, appropriately spaced, and visible from the stations to which they correspond. Downhill from each lettered station stake a numbered stake is installed on the military crest, at the location in that vicinity that affords the best cover, natural camouflage, and fields of fire. Numbered stakes are also installed at two other positions, not as good as the best, and within 5 meters of the best position.

Thirty 3" x 5" typed cards are prepared stating on each whether or not the numbered stake to which they correspond is at the best position and why, and stating what the trainee is to do next. If the card is for the best position, the trainee is told to go to the next lettered stake and wait for a whistle signal. If the card is for the other-than-best stake, he is told to go to the best position, study that position, and comply with the card at that stake. Each of the 30 cards is encased in a waterproof envelope and attached securely to the side of the appropriate stake away from the trainee.

The conduct of the exercise is explained and demonstrated to the assembled squad at Station X. Trainees are told that they will be sent initially to separate lettered stations (except X); on whistle signal they will successively take the prone position at each of the three numbered stakes at their stations; they will decide which is the best of the three locations and why; then they will go to the ones they have selected as best, read the card on the back of that numbered stake, and then comply with the instructions on the card. When all men have progressed to new stations, they will go through the same procedure upon whistle signal, progressing through nine selections.

- (e) Conduct the exercise as explained in Instructor's Note above.
- (f) Assemble the squad and summarize selection of position.

(Break - 10 min.)

(2) Exercise—preparation of position (3 hr.)

INSTRUCTOR'S NOTE: Near or adjacent to the location of the first hour's instruction, permanent full-depth 2-man foxholes are prepared for each squad. During the last 3 hours of the period each AI instructs his squad in preparation of a position on the FEBA and has the squad actually prepare the position. Emphasis is placed on practical work. All materials must be readily available and kept serviceable.

- (a) Orient the squad on work to be accomplished.
- (b) Issue a squad defense order to include priority of work, assignment of men to foxholes and individual sectors of fire.
- (c) Display and discuss features of a previously prepared model position (squad leader's); briefly discuss use and installation of field expedient for preplanned fires (Fig. 27, FM 23-12).
- (d) Conduct the squad through the squad defense area, point out reasons for selection of positions, and indicate sectors of fire.
- (e) Have men go to their positions, adjust the height of the foxholes to fit them.

(f) Adjust the previously installed field expedients for preplanned fires.

INSTRUCTOR'S NOTE: Two 10-minute breaks are taken at appropriate times.

(g) Explain clearing fields of fire and have men, in pairs, mark brush, etc., that would be cleared with colored tape (one color per man in each fire team).

(h) Explain obstacles to protect a squad area.

INSTRUCTOR'S NOTE: The close-in protective measures, to include protective wire, are to be installed in this period. To add realism and provide sample wire installation, triple standard concertina and/or substitute is installed permanently ahead of time at both flanks of the position where the squad's protective wire will be installed.

(i) Explain installation of triple standard concertina wire and have fire teams install two lengths each of it. (Leave two gaps to be covered by claymores.)

(j) Install (sight but do not string wires to squad position) three claymore simulators per squad.

(k) Install 10 noise makers and three trip flare simulators per squad.

(l) Wire the claymore simulators.

(m) Summarize the work and point out what might be done if time permitted.

(n) Dismantle all installations except field expedients for preplanned fires.

6. FIFTH PERIOD (4 HR.): BATTLE DRILL AND ASSAULT - LIVE FIRE EXERCISE AND FUNDAMENTALS OF DEFENSE

NOTE: Company is divided; half receives Fifth Period instruction, the other half, Sixth Period. After 4 hours, half companies interchange. Trainees have previously been divided into TOE squads (less squad leaders) with TOE weapons.

a. Training Facility Requirements: Firing range facilities to accommodate one-sixth of a company; bleachers for half a company; terrain to accommodate one-third of the squads of a company suitable for battle drill in the vicinity of the firing range for both hours of Fundamentals of Defense

b. Instructor's Equipment: None

c. Trainee Equipment Requirement: As prescribed

d. References: FM 5-20, pars. 42-59; FM 7-15; pars. 101, 103, 104; FM 23-12, pars. 4-28, and 71-91

e. Training Aids:

(1) For Battle Drill and Assault, live fire exercise: 1 chart distribution of fire-assault; 2 each, score chart-assault (Fig. 84, FM 23-12); 1 chalkboard; grenades, hand practice; pointer; easel; standard field sound set; simulator, small arms fire XM2

(2) Per squad for first hour Fundamentals of Defense training: 1 chart 2'x2', schematic diagram of a platoon-wide sector, showing squad primary and supplementary positions on the FEBA and local security; 1 whistle, thunderer; 20 large tent pins (limiting stakes); 6 small tent pins (rocket launcher recoil stakes and deflection stakes, allow 10% casualty rate per company); 10 hardwood stakes 1" x 4" x 20" pointed on one end, with a 1-3/4" wide by 1" deep

notch on the other for rifle and rocket launcher supports allow (10% casualty rate); 10 logs 4" round (square or triangular) by 2' long (rifle support)

f. Ammunition Requirements:

(1) For Battle Drill and Assault, live fire exercise, per squad:
Charge demolition block, M5A1, 2-1/2 lb, 1/2 lb; cap, blasting, electric, special, 2; cartridge tracer, 7.62mm, 1020 rounds

(2) For Fundamentals of Defense, per trainee: Cartridge, blank, 7.62mm, 40*

g. Learning Objective: To give the soldier a knowledge of the techniques used by a squad while employing Battle Drill and Assault Fire, and a working knowledge of Fundamentals of Defense

h. Lesson Outline:

NOTE: Entire half company attends first hour conference and demonstration.

(1) Conference and demonstration Battle Drill and Assault (50 min.)

(a) Explain and demonstrate Fire and Movement.

(b) Explain and demonstrate Fire and Maneuver.

(c) Explain and demonstrate Assault Fire.

(d) Explain and demonstrate live fire exercise to be fired by trainees.

INSTRUCTOR'S NOTE: After the first hour conference and demonstration, the half company is divided into three groups (A, B, and C or D, E, and F) of approximately the same number of squads each, for the second, third, and fourth hours of this period. These groups receive instruction as follows:

<u>Groups</u>	<u>Second Hour</u>	<u>Third Hour</u>	<u>Fourth Hour</u>
A or D	Blank Practice and Live Firing Exercise	First Hour-Defense	Second Hour-Defense
B or E	First Hour-Defense	Blank Practice and Live Firing Exercise	Second Hour-Defense
C or F	First Hour-Defense	Second Hour-Defense	Blank Practice and Live Firing Exercise

AIs, one per squad, acting as squad leader conduct second, third, and fourth hours of training.

(2) Second hour: Dry and blank practice, and live firing exercise (50 min.)

INSTRUCTOR'S NOTE: Before progressing to live fire all squads are given dry and blank fire battle drill. (This is not Squad vs. Squad.)

(a) Dry and blank fire Battle Drill.

1 Review Fire and Movement.

2 Practice Battle Drill by squad, dry fire.

3 Practice Battle Drill with blank ammunition and practice grenades.

4 Move squads to ready line.

INSTRUCTOR'S NOTE: For safety purposes, magazines for exclusive use on the firing range are painted conspicuously yellow. They are filled centrally at the range. Firers are never issued separate rounds.

*40 rounds optimal; 20 rounds minimal

(b) Conduct the live firing exercise as follows: Squad leader issues brief order. The squad is deployed on the firing line and upon command begins firing on the objective. On order, one team rushes to the first covered position, supported by the fires of the other team. The squad continues to use battle drill until it reaches a control line at which time the fire teams move into a line formation and continue the assault by applying Assault Fire techniques. When the squad completes its live firing, exercise weapons are cleared and inspected, and check is taken to determine that no men have any ammunition. The squad is moved to the critique area where it is shown the score and critiqued on individual actions by the cadre squad leader.

(3) First hour defense training (50 min.)

INSTRUCTOR'S NOTE: Instructors take necessary precautions to ensure that there is no live ammunition in possession of trainees or anywhere in the defense training area.

(a) Explain the purpose of this defense training.

(b) On the FEBA explain the function of and point out (on the ground and chart) the squad's primary and supplementary positions and local security. Where there are similarities of action, point them out.

(c) Briefly review individual's steps in preparing position on FEBA, to include field expedients for preplanned fires (Fig. 27, FM 23-12).

(d) Explain and demonstrate adjustment of depth of foxhole to fit the man.

(e) First practical exercise: Have trainees adjust foxholes to their height, camouflage their helmets and foxholes, and adjust the previously installed field expedients for preplanned fires.

(f) Second practical exercise: Range Estimation

INSTRUCTOR'S NOTE: Accurately determine the range from the FEBA positions to a number of likely locations for enemy to appear within 500 meters, and make a card showing ranges for use during instruction.

1 Have trainee successively estimate ranges to locations selected.

2 After each estimate state the correct range and indicate application of 100-meter unit of measure, appearance of objects, and factors affecting appearance of objects, as appropriate.

(g) Third practical exercise: Fire Control. By oral command, designate targets at locations used in the second practical exercise.

1 Employ lateral distance measure when reference points are used and in designating linear targets.

2 Employ A and H signals for "Are you Ready?", "Commence Firing," and "Cease Firing."

(4) Second hour defense training (50 min.)

(a) Explain position, duties, and reports of local security men.

(b) Explain squad's conduct of defense:

1 Observing without presenting a target

2 Control of fire by leader, withholding fire, firing on order, shifting, etc.

3 Initial rate of fire and maintaining fire superiority

4 Known and suspected targets

5 Sectors of fire for type of weapon

(c) Practical exercise (employing blanks)

INSTRUCTOR'S NOTE: The purpose of this exercise is to teach the soldier how he conducts a defense on the FEBA, and the relationship of his actions to those of an advancing enemy. To accomplish this, fire teams are alternated in the defense and the advancing role. Members of the advancing fire team observe for defenders' errors and point them out in a critique. Announce a situation that has one fire team defend on the prepared position, and the other fire team advance from about 125 meters to within 35 meters of this position. During the advance have the advancing team observe closely for defense errors but not fire. Meantime, talk the defending team through the following action:

- 1 Keep low and wait for enemy to expose himself.
- 2 Expose self only enough to observe or see to fire.
- 3 Signal "enemy in sight."

INSTRUCTOR'S NOTE: Precautions are taken to see that defenders have only blanks.

- 4 Withhold fire, open on leader's order.
- 5 Initially fire at rapid rate.
- 6 Reduce rate; simulate maintaining fire superiority.
- 7 Fire in assigned sectors.
- 8 Shift fire on order of leader.
- 9 Fire at maximum rate in sector during final protective fire.
- 10 Hold a critique to point out good and bad points of defenders.

INSTRUCTOR'S NOTE: Reverse fire teams and repeat the exercise. Repeat the exercise as required to obtain satisfactory performance, within the time allowed.

7. SIXTH PERIOD (4 HR.): SQUAD IN ATTACK

NOTE: Company is divided; half receives Sixth Period instruction, the other half, Fifth Period. After 4 hours, half companies are interchanged. Trainees have previously been divided into TOE squads (less squad leaders) with TOE weapons. AIs, one per squad, act as squad leaders and conduct the entire period of instruction. Instructors take necessary precautions to ensure that no trainees have any live ammunition and that there is none in the area used.

a. Training Facility Requirements: Sufficient rolling, slightly wooded terrain to accommodate half the squads of a company for limited independent offensive action. One hasty squad defensive position per two squads for first hour; one defensive position per two squads with permanent kneeling-depth 2-man foxholes for the last 2 hours. Half of the squad positions for the last 2 hours, those defending against Fire and Movement, are equipped with protective wire with two gaps in front of the position.

b. Instructor's Equipment: None

c. Trainee Equipment: None

d. References: FM 7-15, pars. 25-38, App. II, pars. 4-7 and App. III, pars. 1-12; FM 23-12, pars. 74, 86-90

e. Training Aids: 1 chart per squad, MANEUVER RIGHT; 1 chart per squad, MANEUVER LEFT

f. Ammunition Requirements: Per trainee; cartridges blank, 7.62mm. 180* rounds; grenades, hand training, 3

*180 rounds optimal; 90 rounds minimal

g. Learning Objective: To give the soldier a working knowledge of the Fundamentals of Attack

h. Lesson Outline:

(1) Fire and Maneuver (50 min.)

(a) Demonstrate and practice commands for MANEUVER RIGHT and MANEUVER LEFT.

INSTRUCTOR'S NOTE: For all practical application, use A and H signals and/or voice command. Have fire team leaders repeat signals and commands.

(b) Explain and demonstrate (chart) MANEUVER RIGHT and MANEUVER LEFT.

(c) Review fire distribution when entire squad is firing (see Figs. 78 and 79, FM 23-12) and when a fire team or other element only is firing (see Fig. 74, FM 23-12).

(d) Emphasize action upon being fired on, rate of fire and distribution of fire of covering element while the other element is maneuvering, alertness for signals and firing at known or suspected enemy in sector.

(e) Practical exercise.

INSTRUCTOR'S NOTE: For the practical exercise, squads are paired. AIs work out the details for a Squad vs. Squad exercise. Have one squad acting as observers take position on an objective in hasty defense. Have members of this squad fire blanks at advancing squad members in their sectors when an advancer exposes himself long enough for the observer to fire an aimed shot. Have the attacking squad advance 125 or 150 meters by Fire and Maneuver, firing blanks at known or suspected enemy locations, taking full advantage of cover, concealment, and the terrain. Have observers look for errors of advancers and prepare to discuss them. Correct errors as they occur.

- 1 Make the preparation for attack. Check of ammunition, weapons and setting of battle sights.
- 2 With AI acting as squad leader advance one squad by Fire and Maneuver to within 40 meters of the observing squad, and stop the action.
- 3 Hold a short critique in which trainees participate. Stress individual errors.
- 4 Repeat the exercise with the other team maneuvering.
- 5 Interchange squads and repeat the exercise with one team of the new, advancing squad maneuvering.
- 6 Repeat the exercise with the other team maneuvering.

(2) Assault, and reorganization and consolidation (50 min.)

INSTRUCTOR'S NOTE: During this hour squads are trained independently. Correct errors as they occur. Have trainees throw and retrieve practice grenades on each assault.

(a) Assault when fire superiority has been gained.

- 1 Explain assault when fire superiority has been gained (par. 34, FM 7-15).
- 2 Explain fire distribution in assault.
- 3 Stress volume of fire, accuracy, aggressiveness, maintenance of line (guiding), use of grenades, closing with enemy clearing enemy position.

- 4 Conduct a walk-through dry run assault from 100 meters from an unoccupied enemy position under conditions when fire superiority has been gained.
- 5 Repeat this assault, dry run, at normal speed of advance.
- (b) Assault when fire superiority has not been gained
 - 1 Explain assault when fire superiority has not been gained (par. 36, FM 7-15), stressing applicable elements of pars. (2), (a), 2, and 3 above, and supporting fires.
 - 2 From 50 meters in front of an unoccupied enemy position, conduct a normal speed blank-firing assault when fire superiority has not been gained, working men all the way into the enemy position by Fire and Movement.
- (c) Assault of a strong enemy defense
 - 1 Explain assault of a strong enemy defense, stressing applicable elements of pars. (2), (a), 2, and 3 above, and supporting fires.
 - 2 Conduct a normal speed blank-firing assault from 50 meters in front of an unoccupied wired enemy position (strong defense).
 - 3 Redefine the three assaults and restate the circumstances under which each is employed.
- (d) Reorganization and consolidation
 - 1 Explain and conduct a walk-through consolidation and reorganization at closer-than-normal interval, stressing posting of security, selection of position for good observation and fields of fire, redistribution of ammunition and equipment, improvement of position and assignment of sectors of fire.
 - 2 Conduct a consolidation and reorganization at normal interval.

(3) Practical exercise (2 hr.)

INSTRUCTOR'S NOTE: The instructors should avoid having any squad use the same terrain in these 2 hours as it used in the first hour. In these last 2 hours of this period all previously learned skills are integrated in two Squad vs. Squad attacks that require the trainees to perform all of the actions from assembly area and preparation through the consolidation. Distance from assembly area to the defensive position is reduced to 150-200 meters. For this exercise, squads are paired. AIs make the necessary coordinations. For the first half hour Squad 1 attacks, employing Fire and Maneuver against Squad 2 on one prepared position, while nearby Squad 3 attacks, employing Fire and Movement against Squad 4 on another prepared position. For the second half hour Squads 1 and 2 interchange roles, while Squads 3 and 4 interchange roles, Squad 2 attacking Squad 1 and Squad 4 attacking Squad 3. At the half-time break Squads 1 and 2 move to the Fire and Movement area, and Squads 3 and 4 move to the Fire and Maneuver area. The first hour instruction is then repeated. Additional squads are paired and instructed in a like manner.

AI squad leaders of opposing squads coordinate their actions to ensure realism and maximum integration of all previous learning. Defending squad members engage attackers who appear in their areas of responsibility. Attackers fire at known or suspected enemy locations applying the fundamentals of Technique of Fire.

(a) Conduct of defending squads (both those defending against Fire and Maneuver squads and those defending against Fire and Movement squads)

- 1 On the defense position, issue a short defensive order.
- 2 Assign men to previously prepared 2-man kneeling-depth foxholes.
- 3 Assign areas of responsibility.
- 4 Check positions.
- 5 Remind men to fire in accordance with fundamentals of Technique of Fire.
- 6 Post security.
- 7 Security withdraws on sighting enemy.
- 8 Have the squad fire on advancing squad when detected or on squad leader's order.
- 9 Have the defending squad continue to fire at located enemy until advancing squad arrives to within 50 meters of the position; then cease fire and have all defending squad members lock their pieces and crouch in their foxholes, faces down. When all defenders are in this "safe position," signal the attacking AI to continue the attack.
- 10 Have squad members stay in their holes and permit the advancing squad to pass through the position.

INSTRUCTOR'S NOTE: Take necessary action to ensure that no men, attackers or defenders, fire too close to each other for safety.

- 11 On signal from attacking squad leader assemble the two squads and hold a joint critique stressing, by name, unnecessary exposure-to-fire errors of both squads.

(b) Conduct of attacking squads (both Fire and Maneuver squads and Fire and Movement squads).

- 1 Issue a short attack order approximately 200 meters from the defensive position.
- 2 Have trainees make assembly area preparations.
- 3 Advance toward the objective.
- 4 Upon being fired on or upon sighting the enemy position, fire on the enemy.

INSTRUCTOR'S NOTE: When the attacking squad arrives within 50 meters of the defender's position, cease fire momentarily and check with the defending AI to determine that all defenders are in "safe position." When the defending AI signals that defenders are in "safe position," continue the fire and the attack.

- 5 Continue the advance, and assault.
 - a If action is to be Fire and Maneuver, establish a base of fire with one fire team and maneuver the other team to a flank of the objective, using Fire and Movement, closing on the objective, rushing or crawling as necessary. Have the base of fire team, in place, cover the advance of the other fire team, shifting fire in front of the advancing fire team, and then joining that fire team on the objective.
 - b If action is to be Fire and Movement, work the squad forward by Fire and Movement, through breaks in the protective wire, to within grenade throwing distance.

- 6 Have assaulting squad throw hand training grenades (one per trainee) on order from squad leader, and assault the position.
- 7 Have attacking squad members pass through the defender's position using assault fire, ceasing fire at 20 meters from defenders, not clearing out foxholes and never pointing their weapons at a defender within 20 meters.

INSTRUCTOR'S NOTE: Take necessary action to assure that no men, defenders or attackers, fire too close to each other for safety.

- 8 Cease fire, lock pieces, and consolidate and reorganize quickly on favorable terrain, preferably not more than 35 meters beyond the defensive foxholes.
- 9 Hold a joint critique stressing, by name, unnecessary exposure-to-fire errors in both squads.

8. SEVENTH PERIOD (6 HR.): SQUAD IN DEFENSE - LIVE FIRE EXERCISE, AND SQUAD VS. SQUAD IN ATTACK AND DEFENSE

NOTE: Company is divided; half receives Seventh Period instruction, the other half Eighth Period. After 6 hours, half companies are interchanged. Trainees have previously been divided into TOE squads (less squad leaders) with TOE weapons. AIs, one per squad, act as squad leaders and conduct the entire period of instruction.

a. Training Facility Requirements: Firing range facilities to accommodate one-sixth of a company. For the Squad vs. Squad training, sufficient rolling terrain, with some brush and ground growth to accommodate one-third of the squads of a company in hasty defensive positions. Positions should be about 300 meters apart, arranged approximately in a circle. On these positions, 2-man foxholes dug to kneeling depth and equipped with previously installed field expedients for delivery of preplanned fires (Fig. 27, FM 23-12) are prepared permanently for each defending squad. Additional hasty holes are prepared to refuse either or both flanks; likewise hasty holes are prepared at a supplementary position. Use terrain used in Period Five.

- b. Instructor's Equipment: None
- c. Trainee Equipment: As required
- d. References: FM 7-15, pars. 23-28, 101, App. II and III; FM 23-12, pars. 4-28, 74, 86-94

e. Training Aids

(1) For Squad in Defense - live fire exercise: 1 chart, defense critique; 1 pointer; 1 easel; 1 sand table; 1 standard field sound set; 2 machine guns 7.62mm, M60

(2) For Squad vs. Squad training, per attacking squad: 2 charts 2' x 2', SOP for fire on a linear target (Figs. 13 and 14, FM 23-12), and SOP for return fire (par. 88c, FM 23-12). Per defending squad: 20 large tent pins (limiting stakes); 6 small tent pins (rocket launcher recoil stakes and deflection stakes, allow 10% casualty rate); 10 hardwood stakes 1" x 4" x 20" pointed on one end, with 1-3/4" wide by 1" deep notch on the other (rifle and rocket launcher support, allow 10% casualty rate); 10 logs 4" round (square or triangular) by 2' long (rifle and rocket launcher support)

f. Ammunition Requirements:

(1) For Squad in Defense, live firing exercise, per squad: Cartridge, tracer, 7.62mm, 500 rounds; cartridge, HE, 40mm, M406, 22 rounds

(2) Per problem: Cartridge, ball, 7.62mm, MLB, 2,000 rounds; charge, demolition block, M5A1, 2-1/2 lb, 44 lb; cap, blasting, electric, special, 176

(3) For Squad vs. Squad exercise, per trainee: Cartridge, blank, 7.62mm, 240* rounds (30 for each defensive situation, 30 for each attack situation); grenades, hand training, 4 (1 for each attack situation)

g. Learning Objective: To train the soldier to integrate previously learned attacking and defending skills, as a member of a rifle squad

h. Lesson Outline

INSTRUCTOR'S NOTE: The half company is divided into three groups (A, B, and C or D, E, and F). Group A should have the same number of squads as group B and C; and D the same as E and F. Groups receive instruction during a 6-hour period as follows:

<u>Groups</u>	<u>First Two Hours</u>	<u>Second Two Hours</u>	<u>Third Two Hours</u>
A or D	Squad in Defense - Live Firing	Squad in Defense vs. Squad in Attack	Squad in Attack vs. Squad in Defense
B or E	Squad in Attack vs. Squad in Defense	Squad in Defense - Live Firing	Squad in Defense vs. Squad in Attack
C or F	Squad in Defense vs. Squad in Attack	Squad in Attack vs. Squad in Defense	Squad in Defense - Live Firing

(1) Squad in Defense - live fire exercise (2 hr.)

INSTRUCTOR'S NOTE: For safety purposes magazines for exclusive use on the firing range are painted conspicuously yellow. They are filled centrally at the firing range. Firers are never issued separate rounds.

(a) Orient squad on purpose and safety regulations when group arrives on range.

(b) Squad leaders move their squads to the assembly area, issue the defense order and supervise the preparation for defense.

(c) On order, squad occupies the position on the firing line and conducts the defense exercise.

- 1 Enemy column appears.
- 2 Enemy deploys, probes position by fire.
- 3 Enemy individuals advance supported by automatic weapons.
- 4 Enemy force appears in front of squad.
- 5 Enemy assaults.
- 6 Enemy assault is defeated.

INSTRUCTOR'S NOTE: Weapons are cleared and inspected, and check taken to determine that no men have any live ammunition.

(d) Squad leader moves squad to an area where they are critiqued and shown their score.

(2) Squad vs. Squad in Attack and Defense (4 hr.)

INSTRUCTOR'S NOTE: For the Squad vs. Squad exercise all defending squads occupy the hasty defensive positions about 300 meters apart (arranged approximately on a circle). Squads in the attacking group successively attack four of these defensive positions on the "round robin." After two hours, groups

*240 rounds optimal; 120 rounds minimal

interchange in accordance with the schedule given in par. h(1) above. AI squad leaders of opposing squads coordinate their actions to ensure correct timing, realism, maximum integration of all previous learning, and safety. Opposing squads fire blanks. Defending squads defend on position but may extend a flank or have members occupy supplementary positions prior to a fire fight, to best meet the threat of the opposing squad. After each contact, squad leaders of attacking squads advance their squads by fire and movement or fire and maneuver and choose their method of assault in accordance with the demands of cover, concealment, the terrain, and the defending squad's disposition and fires. Instructors take necessary precautions to ensure that there is no live ammunition in possession of trainees or anywhere in the Squad vs. Squad training area.

(a) Conduct of defending squads (2 hr.)

INSTRUCTOR'S NOTE: Each squad is assigned a squad position (previously prepared to kneeling depth) and remains at this location for the 2 hours it is in the defensive role.

- 1 Defense against first attacking squad (35 min.)
 - a Issue a short defense order for a squad on the FEBA, including supporting fire (simulated) instructions for security men, and sectors of fire.
 - b Adjust field expedients for preplanned fire, and improve camouflage.
 - c Take the entire squad about 150 meters to the front and post two men as local security; return the remaining men to the defensive position and prepare to meet the first attack.
 - d When enemy is sighted by security men, receive their signal and report and have them take their defensive positions. Pass their report to the remainder of the squad. Adjust members on position as appropriate to meet attackers.
 - e Have squad members report approaching attackers and open fire on squad leader's order. (Employ verbal fire order, complete or fragmentary, as appropriate.) Correct men who expose themselves unnecessarily or fire unaimed shots.
 - f Control the volume and the direction and distribution of fire; fire to accompany final protective fires (simulated).
 - g Have the defending squad continue to fire at located enemy until advancing squad arrives to within 50 meters of the position; then cease fire and have all defending squad members lock their pieces and crouch in their foxholes, faces down. When all defenders are in this safe position, signal the attacking AI to continue the attack.
 - h Have squad members stay in their holes and permit the advancing squad to pass through the position.

INSTRUCTOR'S NOTE: Take necessary action to ensure that no men, attackers or defenders, fire too close to each other for safety.

- i While the attacking squad is reorganizing, have the squad unload and hold a critique for the defensive squad.
- j Hold a joint critique emphasizing individual errors.

- k Rotate assignments, including security men, redistribute and issue blank ammunition. Post security. Prepare to meet the next attack.
 - 2 Defense against second attacking squad (25 min.), against third attacking squad (25 min.), and against fourth attacking squad (25 min.)—repeat the same exercise omitting steps in 1a, 1b, and 1c, but sending security men out (different trainees each time).
- (b) Conduct of attacking squads (2 hr.)

INSTRUCTOR'S NOTE: Each squad is taken to its starting point (about 250 meters in front of the squad against which it will launch its first attack).

1 First attack (35 min.)

INSTRUCTOR'S NOTE: The first attack is conducted deliberately with explanations where needed; errors are corrected as they occur, the AI interrupting the exercise if necessary.

- a Issue a short attack order for a squad attack on the defensive position to include supporting fires (simulated).
- b State briefly SOP to return fire (par. 88c, FM 23-12), and SOP for fire on a linear target (use chart based on Figs. 13 and 14, FM 23-12).
- c Give signal for appropriate formation and movement forward.
- d If defensive security men are sighted, or if they fire on advancing squad, apply SOP for return fire (par. 88c, FM 23-12).
- e Push forward as security men drop back.
- f When fired on from defensive position, or if the position is discovered, apply SOP for return fire.
- g Determine center and flank of defensive position and issue appropriate order to bring fire under control and on the objective.
- h Check fire distribution of men.
- i Advance on the objective by Fire and Movement or Fire and Maneuver as indicated by the terrain and vegetation.
- j Check volume, direction and fire distribution of elements during advance.

INSTRUCTOR'S NOTE: When the attacking squad arrives within 50 meters of the defender's position, cease fire momentarily and check with the defending AI to determine that all defenders are in safe position. When he signals that defenders are in safe position, continue the fire and the attack.

- k When assaulting the position, use techniques when fire superiority is not gained, or techniques against a strong enemy defense. Throw grenades (one per trainee) on order of squad leader and assault the position. Have attacking squad members pass through the defenders' position, using Assault Fire, but not clearing out fox-holes, and never pointing their weapons at a defender within 20 meters.
- 1 Consolidate and reorganize beyond the position.

m Hold a joint critique on defensive position emphasizing individual errors.

(3) Second attack (25 min.), third attack (25 min.), fourth attack (25 min.)—repeat the same exercise attacking successive defensive squads, omitting par. 1b, and detail of par. 1a.

9. EIGHTH PERIOD (6 HR.): SQUAD IN ATTACK - LIVE FIRE EXERCISE, AND SQUAD VS. SQUAD IN CONTINUATION OF ATTACK AND DELAY ON SUCCESSIVE POSITIONS

NOTE: Company is divided; half (D, E, and F groups) receives the Eighth Period, the other half (A, B, and C groups) the Seventh Period. After 6 hours, half companies are interchanged. Trainees have previously been divided into TOE squads (less squad leaders) with TOE weapons. AIs, one per squad, act as squad leaders and conduct the entire period of instruction. Instructors take necessary precautions to ensure that no trainees have live ammunition and that none is in the area used.

a. Training Facility Requirements: Firing range facilities to accommodate one-sixth of a company. Sufficient rolling terrain with brush and ground growth to accommodate three successive 400-meter (approx.) withdrawals of the squads of one-sixth of a company acting independently. Withdrawal lanes should be far enough apart to permit squads attacking the defenders' successive positions to maneuver without interfering with each other. Positions are designated A, B, C, and D in order from front to rear. Permanent kneeling-depth 2-man foxholes are prepared for each squad on Positions A, B, C; and full depth holes on Position D, the FEBA. Additional hasty holes are prepared to extend one or both flanks at each position.

b. Instructor's Equipment: None

c. Trainee Equipment: As prescribed

d. References: FM 7-10, pars. 105, 117; FM 7-15, pars. 25-38, 129-133, 135, 136, 138-144; FM 23-12, pars. 4-28, 71-91

e. Training Aids

(1) For Squad in Attack - live firing exercise: 1 chart, attack critique; 1 pointer; 1 easel; 1 sand table; 1 standard field sound set; 3 simulators, small arms fire XM2

(2) For Squad vs. Squad training

(a) Per defending squad: 1 radio, AN/PRC 6 or substitute; 5 strips of engineer tape, 25 meters long; 1 whistle, thunderer; 200 meters engineer tape

(b) Per attacking squad: 1 sign 1" x 4" x 6' ("Start") and number of lane; 1 sign 1" x 4" x 6' "A" and number of lane; 1 sign 1" x 4" x 6' "B" and number of lane; 1 sign 1" x 4" x 6' "C" and number of lane; 1 sign 1" x 4" x 6' "D" and number of lane; 1 bank of 2 E-type silhouettes, and 1 bank of 4 E-type silhouettes, both banks rigged for erecting by lanyard from 100 meters; 1 radio AN/PRC 6 or substitute; 1 whistle, thunderer

f. Ammunition Requirements:

(1) For Squad in Attack - live firing exercise, per squad: Cartridge, tracer, 7.62mm, 540 rounds; cartridge, practice, 40mm, M407, 24 rounds

(2) For Squad vs. Squad exercises, per trainee: Cartridge, blank, 7.62mm, 240* rounds (30 for each attack, and 30 for each defense situation); grenades, hand training, 8

*240 rounds optimal; 120 rounds minimal

g. Learning Objective: To teach the soldier to function effectively as a member of a rifle squad in the attack, in delaying action, and in attack on successive positions

h. Lesson Outline

(1) Practical exercise (6 hr.)

INSTRUCTOR'S NOTE: The half company is divided into three groups (A, B, and C or D, E, and F). Groups B and C should each have the same number of squads as group A; E and F each the same as D.

Groups receive instruction during a 6-hour period as follows:

<u>Groups</u>	<u>First Two Hours</u>	<u>Second Two Hours</u>	<u>Third Two Hours</u>
A or D	Squad in Attack Live Firing	Squad in Delay vs. Squad in Continuation of Attack	Squad in Continuation of Attack vs. Squad in Delay
B or E	Squad in Continuation of Attack vs. Squad in Delay	Squad in Attack Live Firing	Squad in Delay vs. Squad in Continuation of Attack
C or F	Squad in Delay vs. Squad in Continuation of Attack	Squad in Continuation of Attack vs. Squad in Delay	Squad in Attack Live Firing

(a) Squad in Attack - live firing exercise (2 hr.)

INSTRUCTOR'S NOTE: For safety purposes magazines for exclusive use on the firing range are painted conspicuously yellow. They are filled centrally at the range. Firers are never issued separate rounds.

- 1 Orient squad on purpose and safety regulations when group arrives on range.
- 2 Squad leaders move their squads to the assembly area, issue the attack order, and supervise the preparation for the attack.
- 3 On order, squad conducts the exercise.
 - a Squad crosses LD. (Exercise commences.)
 - b Enemy outpost opens fire.
 - c Squad employs Fire and Maneuver to destroy enemy outpost.
 - d Squad reorganizes and consolidates intermediate objective.
 - e Squad moves toward final objective.
 - f Enemy main battle position opens fire.
 - g Squad employs Fire and Movement.
 - h Squad employs Assault Fire.
 - i Enemy position is neutralized.

INSTRUCTOR'S NOTE: Weapons are cleared and check taken to determine that no men have any live ammunition.

- 4 Upon completion of the exercise, the squad leader moves the squad to an area where they are critiqued.

(b) Squad vs. Squad in continuation of the attack and delay (4 hr.)

INSTRUCTOR'S NOTE: Squads in one group are paired against squads of another in accordance with the schedule in par. h (1) above. During this exercise delaying

squads defend on four successive positions against four attacks of attacking squads with which they are paired. After each 2 hours, the squads of the three groups interchange roles and repeat the exercise as indicated in the schedule preceding. AI squad leaders of opposing squads coordinate preliminary planning and their actions to ensure smooth interchange, correct timing, realism, maximum integration of previous learning, and safety. Each maintains radio contact with the other. Opposing squads fire blanks. Defending squads may extend a flank to meet an attacking squad but must avoid being pinned down on the first three positions. After each contact, squad leaders of attacking squads advance their squads by Fire and Movement, or Fire and Maneuver, and choose their methods of assault in accordance with the dictates of cover, concealment, the terrain, and the defending squad's disposition and fires.

- 1 First practical exercise (30 min.): Conduct of defending squads.

INSTRUCTOR'S NOTE: Conduct this exercise independently of the attacking squad. Assemble the squad at Position A.

- a Define and explain essential principles of delaying action.
- b Define and explain mission and actions of troops on the Combat Outpost Line (COPL).
- c Explain and practice dry fire at reduced distance and interval (on course of fire 25-meter strips of engineer tape laid parallel, 15 meters apart).
 - 1) Withdrawal by squad maneuver
 - 2) Withdrawal by fire team maneuver
 - 3) Withdrawal by thinning the lines
 - 4) Use of rallying points
- d Review security, covering fires (within the squad), rate of fire, fire distribution, and supporting fires.
- e Take up defense on Position A to meet the first attack.
- 2 First attacking exercise (30 min.): Conduct of attacking squads.

INSTRUCTOR'S NOTE: Conduct this exercise independently of the defending squad. Assemble the squad near Position A. The first exercise is conducted for about 400 meters, starting near Position A and going in the direction opposite to that where the four successive attacks will be made. Two enemy positions, represented by banks of silhouettes, erected by 100 foot lanyards pulled by the AI, are attacked successively, dry fire.

- a Explain essential principles of attacks on successive positions (continuation of the attack).
- b Start with squad action to consolidate and reorganize.
- c Issue fragmentary order to continue the attack.
- d Advance to contact first bank of silhouettes, stressing SOP to return fire, rapid rate of fire, aggressive advance, alertness to orders and signals, mutual fire support within the squad, supporting fires.
- e Assault the first set of silhouettes (throw and retrieve training grenades).
- f Reorganize and consolidate quickly.

- g Issue fragmentary order to continue the attack.
- h Signal forward and repeat the attack, attacking second set of silhouettes.

INSTRUCTOR'S NOTE: The positioning of the two groups of silhouettes should be such that the second group is at or near the starting point for the squad's attack on Position A. Squads have only to reverse direction to commence the Squad vs. Squad action.

3 Second practical exercise (1 hr., 25 min.): Conduct of attacking and defending squads.

INSTRUCTOR'S NOTE: Stressing the essentials covered in the first exercises, AIs conduct a closely coordinated 4-phase Squad vs. Squad exercise in accordance with the following schedule. AIs take precautions to prevent men of opposing squads from approaching each other closer than 25 meters.

<u>ATTACKING SQUAD</u>	<u>Minutes</u>	<u>DEFENDING SQUAD</u>
1. Receives situation and order. Moves out.	5	1. Receives situation and order on Position A. Posts security.
2. Contacts and drives in security. Advances to contact Position A.	5	2. Withdraws security. Opens fire on detection of attacking squad.
3. Advances under fire to Final CL. *Assaults Position A.	10	3. Simulating cover by adjacent squads, entire squad is withdrawn** to rally point. Moves to Position B, COPL.
4. Consolidates and reorganizes. Receives brief order to continue the attack. Moves out.	5	4. Occupies Position B. Posts security.
5. Contacts and drives in security. Advances to contact Position B.	5	5. Withdraws security. Opens fire on detection of attacking squad.
6. Advances under fire to Final CL. *Assaults Position B.	10	6. **Withdraws squad using team Fire and Movement. When entire squad reaches rally point, moves to Position C.
7. Consolidates and reorganizes. Receives brief order to continue attack. Moves out.	5	7. Occupies Position C. Posts security.
8. Contacts and drives in security. Advances to contact Position C.	5	8. Withdraws security. Opens fire on detection of attacking squad.

*Grenades, hand training, are thrown after defenders withdraw from Positions A, B, and C.

**The defending AI completes withdrawal of his squad each time before the attacking squad reaches grenade throwing range.

<u>ATTACKING SQUAD</u>	<u>Minutes</u>	<u>DEFENDING SQUAD</u>
9. Advances under fire to Final CL. *Assaults Position C.	10	9. **Withdraws squad to rally point by type of weapon in following order: (1) 3 Rs and FTL, (2) 1 AW, 1 GL and FTL, (3) remaining AW, GL, and SL. Moves to Position D (FEBA).
10. Consolidates and reorganizes. Receives brief order to continue the attack to capture Position D. Moves out.	5	10. Occupies Position D. Posts security.
11. Contacts and drives in security. Advances to contact Position D.	5	11. Withdraws security. Opens fire on detection of attacking squad.
12. Advances under fire to Final CL. Ceases fire and halts after ***assaulting for 10 meters.	10	12. Continues to defend Position D with entire squad. Ceases fire when attackers halt their advance.

INSTRUCTOR'S NOTE: Both AIs halt the action before attackers are within 30 meters of defenders on Position D. Both AIs supervise clearing of weapons in their squads.

13. Joint critique

13. Joint critique

10. NINTH PERIOD (2 HR.): SQUAD IN ATTACK VS. SQUAD IN DEFENSE IN LIMITED VISIBILITY

NOTE: This period should begin at approximately 1 hour before dusk. Company is divided; half receives the Ninth Period on the first evening while the other half receives the Tenth Period. Squads receiving Ninth Period instruction attack squads receiving Tenth Period instruction. On the second evening the two half companies are interchanged. Trainees have previously been divided into TOE squads (less squad leaders) with TOE weapons. AIs, one per squad, act as squad leaders and conduct the entire period of instruction. Instructors take necessary precautions to ensure that no trainees have live ammunition and that none is in the area used. Except where necessary for explanations and corrections, all exercises are conducted in as near perfect silence as possible.

a. Training Requirements: Sufficient terrain opposite defensive squad positions (see Lesson Outline, Tenth Period) to give each attacking squad of half a company approximately a 300-meter approach unimpeded by serious obstacles. Consideration should be given to utilizing the defensive positions used in the Fourth Period and using the terrain opposite them for the related attack training of this period.

b. Instructor's Equipment: None

c. Trainee Equipment: As prescribed

d. References: FM 7-15, pars. 39-48, 105, 111-116; FM 23-12, pars. 39-46, 56-67

*Grenades, hand training, are thrown after defenders withdraw from Positions A, B, and C.

**The defending AI completes withdrawal of his squad each time before the attacking squad reaches grenade throwing range.

***Simulate throwing grenades at Position D.

e. Training Aids: For attacking squads (per squad): 1 whistle, thunderer; 1 chart showing phases of night attack (Fig. 10, FM 7-15); 5 signs, 1" x 4" x 6', 1 marked to designate each of the following: Assembly area, Point of Departure, Platoon Release Point, Squad Release Point, and Probable Line of Deployment

f. Ammunition Requirements: Per trainee: Cartridge blank 7.62mm, 40* rounds

g. Learning Objective: To train the soldier to function effectively as a member of a rifle squad in attack during limited visibility

h. Lesson Outline

(1) Practical exercises (2 hr.)

(a) Conduct of attacking squads, first attack exercise, dry fire (1 hr., 15 min.)

INSTRUCTOR'S NOTE: The first attack exercise is conducted independently of defending squads. In the area 300 meters in front of respective paired squad positions on the FEBA, lanes for rehearsals not over 300 meters in length are staked out in any appropriate direction for each attacking squad. Stakes in each squad lane, indicating assembly area, point of departure, platoon release point, squad release point, and probable line of deployment, are permanently installed. The squad is conducted through its first practice run and given explanations and practice action at all control points. Using the same lane in reverse, a second practice run back to the original starting point is conducted omitting explanations. Instruction proceeds as follows:

1 Assembly area

- a Discuss principles, techniques, controls, and skills peculiar to limited visibility attacks.
- b Issue warning order.

INSTRUCTOR'S NOTE: Both the warning order and attack order designate the paired defensive squad position as the objective, although practice runs are not made in the direction of the objective.

c Supervise preparation for night attack. Check condition of weapons, camouflage, noise prevention, and identification.

d Demonstrate night walk, night crawl, and assuming prone position.

e Issue attack order. Move out.

2 Point of departure. Explain what occurs here. Practice under simulated night conditions. En route to platoon release point, practice actions when fired on short of the enemy position.

3 Platoon release point. Explain what occurs here. Practice under simulated night conditions.

4 Squad release point. Explain what occurs here. Practice under simulated night conditions.

5 Probable line of deployment. Explain what occurs here. Practice the following under simulated night conditions:

- a Movement toward objective
- b Actions under flares, both ground and aerial

*40 rounds optimal; 20 rounds minimal

- c Assault (dry fire), once on signal from AI and once when fired upon prematurely
- 6 Consolidation and reorganization. Explain what happens here. Practice under simulated night conditions.
- 7 Repeat, omitting explanation, returning to initial assembly area.

(c) Conduct of Squad vs. Squad exercise, blank firing (45 min.)

INSTRUCTOR'S NOTE: The termination of their second practice run brings attacking squads back to their assembly areas about 300 meters from and opposite the respective defensive squads with which they are paired. Each attacking squad, approaches over a predetermined route, and attacks a previously designated defensive squad. AI squad leaders of opposing squads coordinate their actions and preliminary planning to make certain that each attacking squad passes through the location of the defender's local security post, and launches its attack against the designated defending squad. AIs also coordinate to ensure correct timing, realism, maximum integration of previous learning, and safety. Opposing squads fire blanks in the Squad vs. Squad encounter. Action progresses as indicated in the following schedule:

<u>ATTACKING SQUADS</u>	<u>Minutes</u>	<u>DEFENDING SQUADS</u>
Assemble squad, issue last minute instructions, move through point of departure.	H* to H+5	Issue last minute instructions. Position squad in its FEBA locations and post its local security.
Move from point of departure toward enemy local security post. (Attacking AI knows its location.) Avoid enemy security men if they are detected.	H+5 to H+10	Local security observes for enemy. Local security reports by telephone enemy advance. Squad leader passes on to squad the report from the local security post. Sends up flare and shortly thereafter withdraws the security post, or has it withdraw on own initiative.
Continue movement. Move through platoon and squad release points up to PLD. Get squad in line formation on PLD.	H+10 to H+20	Local security, bringing disconnected telephone, withdraws to outguard position, reports observations to squad leader, then takes positions. Squad leader disseminates information to squad. Entire squad waits for enemy attack. Defending squad leader sends up flare.

* H = the beginning of the hour.

INSTRUCTOR'S NOTE: The defending AI should withhold the fire of his squad until the attacking squad fires or is detected by his men (usually within 100 meters from the position). The defending AI must withdraw one fire team by the time the attacking squad reaches 75 meters from the position and the other fire team by the time the attacker reaches 50 meters from the position. If all defenders are not off their position by this stage, both the defending AI and the attacking AI will stop the action until all defenders clear the position. Both AIs

take necessary action to ensure that no men, attackers or defenders, fire too close to each other for safety. Action resumes after the defenders' position is cleared, with the attacking squad assaulting the position. Both AIs take necessary action to prevent intermingling or clashes between attackers and defenders. It is necessary that the assault conform rigidly to the conditions set forth earlier in this Note. These conditions are imposed so that there can be a maximum of realism consistent with safety for opposing squad members.

<u>ATTACKING SQUADS</u>	<u>Minutes</u>	<u>DEFENDING SQUADS</u>
Move toward the objective. Launch assault on objective. Overcome enemy positions, sweep the objective and reorganize and consolidate on other side of the objective.	H*+20 to H+25	As enemy assaults, engage him with fire and execute complete disengagement by fire team.
Quickly reorganize and consolidate 35 meters beyond the position. (Check position, redistribute ammo, check and care for casualties, post local security.)	H+25 to H+35	Occupy the supplementary position in rear of an adjacent squad (same as rehearsal position).
Clear weapons. Terminate tactical play. Move to join the defensive squad on position. Conduct critique, answer questions, summarize instruction.	H+35 to H+45	Same as attack

* H = the beginning of the hour

11. TENTH PERIOD (2 HR.): SQUAD IN DEFENSE VS. SQUAD IN ATTACK IN LIMITED VISIBILITY

NOTE: This period should begin at approximately 1 hour before dusk. Company is divided; half receives the Tenth Period on the first evening while the other half receives the Ninth Period. Squads receiving Ninth Period instruction attack squads receiving Tenth Period instruction. On the second evening the two half companies are interchanged. Trainees have previously been divided into TOE squads (less squad leaders) with TOE weapons. AIs, one per squad, act as squad leaders and conduct the entire period of instruction. Instructors take necessary precautions to ensure that no trainees have live ammunition and that none is in the area used. Except where necessary for explanations and corrections, all exercises are conducted in as near perfect silence as possible.

a. Training Requirements: Sufficient terrain, suitable for defense, to accommodate a half company in independent squad positions representing FEBA positions. In front of each squad position there must be approximately 300 meters unimpeded by serious obstacles for use by attacking squads. Defensive positions are equipped with permanent standing-depth 2-man foxholes with field expedients for preplanned fires (Fig. 27, FM 23-12). Consideration should be given to utilizing the defensive positions used in the Fourth Period and using the terrain opposite them for the related Ninth Period instruction.

Supplementary positions (hasty) are prepared 75 meters to the rear of an adjacent squad (assumed) out of the line of advance of the attacking squad.

b. Instructor's Equipment: None

c. Trainee Equipment: As prescribed

d. References: FM 7-15, pars. 39-48, 105, 111-116; FM 23-12, pars. 39-46, 56-67

e. Training Aids: For defending squads (per squad): 1 chart 2' x 2' forward rifle platoon in defense (Fig. 28, FM 7-15); 1 whistle, thunderer; 1 chart showing type organization on the FEBA position (Fig. 8, FM 7-10); 1 sign 1" x 4" x 6' to designate each squad position; 2 telephones and 150 meters of wire (wire is permanently installed to listening post); 20 large tent pins (limiting stakes); 6 small tent pins (rocket launcher recoil stakes and deflection stakes, allow 10% casualty rate); 10 hardwood stakes 1" x 4" x 20" pointed on one end, with a 1-3/4" wide by 1-inch-deep notch on the other (rifle and rocket launcher support, allow 10% casualty rate) 10 logs 4" round (square or triangular) by 2' long (rifle and rocket launcher support)

f. Ammunition Requirements: Per trainee: Cartridge blank 7.62mm, 40* rounds. Per squad: 1 flare, pyrotechnic, white parachute, hand held (or substitute) plus 1 ground flare (or substitute)

g. Learning Objective: To train the soldier to function effectively as a member of a rifle squad in defense during limited visibility

h. Lesson Outline

(1) Practical exercises (2 hr.)

(a) Conduct of defending squads, first defensive exercise, dry fire (1 hr., 15 min.)

INSTRUCTOR'S NOTE: The first defensive exercise is conducted independently of attacking squads.

- 1 At the squad position discuss mission and role of squad members on the FEBA (use chart) to include local security.
- 2 Issue order for squad defense on the FEBA, including assignment to foxholes, sectors of fire, and instructions for local security, special signals, and challenge and password. Order should indicate that if the enemy attacks, the defenders will place fires on him, and, if necessary, will withdraw to a supplementary position.
- 3 Rehearse two men on all duties and actions of security men while other squad members accompany and observe. Install telephone at post of local security.
- 4 Adjust field expedients for preplanned fires. Assign areas of responsibility. Rehearse action on the FEBA to observe for enemy, to open fire, and to withdraw by fire team. Stress volume of fire, supporting the withdrawing element by fire and supporting fires.
- 5 Rehearse withdrawal, Alfa team withdrawing first, to the supplementary position (approximately 75 meters to the right or left rear) and dispositions and actions there. Repeat if necessary.
- 6 Rehearse withdrawal, Bravo team withdrawing first. Repeat if necessary.

*40 rounds optimal; 20 rounds minimal

7 Have Bravo team go approximately 100 meters to the front and move by stealth toward Alfa team on position. Rehearse action to fire (dry fire) on Bravo team.

8 Reverse teams and repeat 7.

(b) Conduct of Squad vs. Squad exercise, blank firing (45 min.)

INSTRUCTOR'S NOTE: The termination of their second practice run brings attacking squads back to their assembly areas about 300 meters from and opposite the respective defensive squads with which they are paired. Each attacking squad approaches over a predetermined route and attacks a previously designated defensive squad. AI squad leaders of opposing squads coordinate their actions and preliminary planning to make certain that each attacking squad passes through the location of the defenders' local security post and launches its attack against the designated defending squad. AIs also coordinate to ensure correct timing, realism, maximum integration of previous learning, and safety. Opposing squads fire blanks in the Squad vs. Squad encounter. Action progresses as indicated in the schedule below:

<u>ATTACKING SQUADS</u>	<u>Minutes</u>	<u>DEFENDING SQUADS</u>
Assemble squad, issue last minute instructions, move through point of departure	H* to H+5	Issue last minute instructions. Position squad in its FEBA location and post local security.
Move from point of departure toward enemy local security post. (Attacking AI knows its location.) Avoid enemy security men if they are detected.	H+5 to H+10	Local security observes for enemy. Local security reports by telephone enemy advance. Squad leader passes on to squad the report from the local security post. Sends up flare and shortly thereafter withdraws the security post, or has it withdraw on own initiative.
Continue movement. Move through platoon and squad release points up to PLD. Get squad in line formation on PLD.	H+10 to H+20	Local security, bringing disconnected telephone, withdraws to outguard position, reports observations to squad leader, then takes positions. Squad leader disseminates information to squad. Entire squad waits for enemy attack. Defending squad leader sends up flare.

* H = the beginning of the hour

INSTRUCTOR'S NOTE: The defending AI should withhold the fire of his squad until the attacking squad fires or is detected by his men (usually within 100 meters from the position). The defending AI must withdraw one fire team by the time the attacking squad reaches 75 meters from the position and the other fire team by the time the attacker reaches 50 meters from the position. If all defenders are not off their position by this stage, both the defending AI and the attacking AI will stop the action until all defenders clear the position. Both AIs take necessary action to ensure that no men, attackers or defenders, fire too close to each other for safety. Action resumes after the defender's position is

cleared, with the attacking squad assaulting the position. Both AIs take necessary action to prevent intermingling or clashes between attackers and defenders. It is necessary that the action conforms rigidly to the conditions set forth above in this Note. These conditions are imposed so that there can be a maximum of realism consistent with safety for opposing squad members.

<u>ATTACKING SQUADS</u>	<u>Minutes</u>	<u>DEFENDING SQUADS</u>
Move toward the objective. Launch assault on objective. Overcome enemy positions, sweep the objective and reorganize and consolidate on other side of the objective.	H+20 to H+25	As enemy assaults, engage him with fire, and execute complete disengagement by fire team.
Quickly reorganize and consolidate 35 meters beyond the position. (Check position, redistribute ammo, check and care for casualties, post local security.)	H*+20 to H+25	Occupy the supplementary position in rear of an adjacent squad (same as rehearsal position).
Clear weapons. Terminate tactical play. Move to join the defensive squad on position. Conduct critique, answer questions, summarize instruction.	H+35 to H+45	Same as attack

* H = the beginning of the hour

12. ELEVENTH PERIOD (12 HR.): TECHNIQUE OF FIRE DURING PERIODS OF LIMITED VISIBILITY

(Same as Eleventh Period, Annex GG, 10 February 1964 Revised Infantry AIT Program, Hq. USCONARC)

13. TWELFTH PERIOD (4 HR.): REINFORCED RIFLE SQUAD TACTICAL TRAINING

(Same as Twelfth Period, Annex GG, 10 February 1964 Revised Infantry AIT Program, HQ USCONARC)

Table D-1

**Comparison of Ammunition Requirements (Nonlive Firing)
for Proposed RIFLEMAN IV Training and the Corresponding 30 Hours
of the Current AIT Program for
Technique of Fire and Tactics, Rifle Squad**

RIFLEMAN IV Proposed Program													
DA Final Manuscript, A Subj Seds 7-111, 7-112, and 7-114, Nov. 1964 (Current)							Ammunition Requirements Per 9-Man ^a Squad						
Ammunition Allowance Per 9-Man ^a Squad													
Column	1	2	3	4	5	6	7	8	9	10	11	12	13
Period	Cartridges, Blank 7.62mm and Metallic Link Belt	Cartridges, Practice 40mm	21 oz. Filler and Fuze, Grenade Hand Practice M30	Signal, Ground, Parachute	Charge, Demolition, 1 lb	Cap, Electric Blasting	Cartridges, Blank 7.62mm and Metallic Link Belt OPTIMAL ^b	Cartridges, Blank 7.62mm and Metallic Link Belt MINIMAL ^b	Cartridges, Blank 40mm	21 oz. Filler and Fuze, Grenade Hand Practice M30	Signal, Ground, Parachute	Charge, Demolition, 1 lb	Cap, Electric Blasting
2							180	90					
3							360	180					
5	280	36	3				360	180					
6	350 ^c		6				1620	810					
7							2160	1080					
8							2160	1080					
9	440 ^d			2			360	180			2		
10	710 ^e				2	7	360	180					
12	1800		12				1800	900		12			
Totals	3580	36	21	2	2	7	9360	4680					
Unit Cost ^f	\$0.10	\$3.09	\$0.42	\$3.40	\$1.00	\$0.36	\$0.10	\$0.10	\$0.42	\$3.40			
Cost Per Sqd	\$358.00	\$111.24	\$8.82	\$6.80	\$2.00	\$2.52	\$936.00	\$468.00	\$5.04	\$6.80			
Total Cost per squad (Columns 1-6)													
<u>\$489.38</u>													
Total Cost per man (Columns 1-6)													
<u>\$54.38</u>													
Total Cost per squad, Minimal ^b Requirements (Columns 8-13)													
<u>\$479.84</u>													
Total Cost per squad, Optimal ^b Requirements (Columns 7, 9-13)													
<u>\$947.84</u>													
Total Cost per man, Minimal ^b Requirements (Columns 8-13)													
<u>\$53.32</u>													
Total Cost per man, Optimal ^b Requirements (Columns 7, 9-13)													
<u>\$105.32</u>													

^aThe tenth squad member, Squad Leader - Instructor, does not fire.

^bOptimal ammunition requirements are viewed as those which will get the most training value from the proposed RIFLEMAN IV Program.

Minimal ammunition requirements are viewed as those levels to which allowances can be reduced without seriously affecting the training value of the Proposed RIFLEMAN IV Program.

^c30 Rounds Column 1 for Demonstration.

^d80 Rounds Column 1 for Demonstration.

^e210 Rounds Column 1 and Columns 5 & 6 Aggressor.

^fOfficial cost figures, as of 14 May 1965 (Obtained from G-4 Section, Ft. Ord, Calif.)

Appendix E

RIFLEMAN IV

PATROLLING PROGRAM

Task RIFLEMAN's Proposed Schedule for Patrolling is shown in Fig. E-1. The proposed RIFLEMAN Program lengthens all its patrol periods over those in the RIFLEMAN Program tested at Fort Ord in April 1964. It was the consensus of observers that more realism and some improvement in teaching could be accomplished by lengthening patrols. Accordingly the 3-hour daytime patrols have been extended 1 hour each and the night patrols 1-1/2 hours each. In addition two more 4-hour patrols are included, for a total of six. Useful training is scheduled throughout all periods.

Task RIFLEMAN's Proposed Program avoids the 8- or 10-hour patrols of the USAIS Proposed Program of 31 January 1964 and the USCONARC Revised Program of 10 February 1964. RIFLEMAN observations have been that patrols beyond 4 hours tend to degenerate into long walks through the woods, largely devoid of closely spaced situations practicing common techniques.

RIFLEMAN Proposed Schedule

Day Hours											Night Hours								
Day	Group	8-9	9-10	10-11	11-12	12-1 Noon Meal	1-2	2-3	3-4	4-5	Supper	1st	2nd	3rd	4th				
1	I	Period 1					Period 2												
	II																		
	III																		
	IV																		
2	I	Period 3					Period 4					Period 5							
	II																		
	III															Period 6			
	IV																		
3	I	Period 7					Period 8					Period 6							
	II																		
	III															Period 5			
	IV																		

Figure E-1

Task RIFLEMAN's Proposed Schedule provides half-day blocks where generally half the company is scheduled for one period while the other half receives training in another period. This system practically demands that a training center keep a day's training intact as a block. It does, however, permit interrupting the schedule for a day or more.

Lesson Outline periods of the Proposed RIFLEMAN Program are based on detailed Lesson Plans (draft Manuscript, October 1963) of the program tested at Fort Ord in April 1964, as indicated below:

<u>Lesson Outline</u> <u>Period No.</u>	<u>Detailed Lesson Plan</u> <u>Period No.</u>
First	12A and D
Second	3A and D; 5A and D
Third	13A
Fourth	13D
Fifth	14A
Sixth	14D
Seventh	--
Eighth	--

Task RIFLEMAN's Proposed Program for Patrolling Training, Rifle Squad AIT MOS 111.0, incorporating essentials of USAIS comments 31 January 1964, and ANNEX FF USCONARC Revised AIT Program of 10 February 1964. (Format conforms to ANNEX FF and CON Reg 310-16 for Army MOS subject schedules.)

Infantry AIT Program

• • •
Lesson Outlines
• • •

Annex FF

Patrolling (32 Hr.)

1. Objectives: The soldier will be able to:
 - a. Name the two types of patrols and the missions each may perform.
 - b. Demonstrate the steps taken by the individual in preparing for a reconnaissance patrol and a combat patrol.
 - c. Demonstrate individual Patrolling techniques as a member of a reconnaissance patrol and a combat patrol.
 (Objectives are same as in USCONARC 10 February 1964 Revised Program.)
 2. FIRST PERIOD (4 HR.): INTRODUCTION TO PATROLLING
- NOTE: The entire company attends the First Period for one half day. Trainees should be divided previously into TOE squads (less squad leader) with TOE weapons and should remain assigned to the same squad throughout Patrolling instruction. AIs, one per squad, act as squad (patrol) leaders and conduct the second, third and fourth hours of instruction.
- a. Training Facility Requirements: 1 classroom with facilities for showing film to entire company; sufficient terrain with moderate cover to accommodate all of the squads of a company, operating independently while practicing Patrolling techniques
 - b. Instructor's Equipment: None
 - c. Trainee Equipment: As prescribed
 - d. References: FM 21-75, pars. 110-183
 - e. Training Aids: TF 21-2197: "Camouflage for Scouting and Patrolling" (33 min., color, 1957; 4'x4', acetate-covered, blowup of map per squad permanently mounted in the central area(s) in which patrols are oriented and from which they depart and return; 1 flashlight with red lens per squad; 1 camouflage stick (or substitute) per two trainees; 1 roll friction tape per squad;

1 whistle per AI; 1 chart 3'x4' per company, Outline of Course; 1 chart 2'x2' per squad, Organization of a Combat Patrol on one side, Organization of a Reconnaissance Patrol on the other side

f. Ammunition Requirements: None

g. Learning Objectives

- (1) To introduce the soldier to patrolling
- (2) To teach the soldier organization and preparation
- (3) To teach the soldier common Patrolling techniques

h. Lesson Outline

(1) Introduction to Patrolling (50 min.)

(a) Explain objectives of the course.

(b) Discuss briefly outline of course. (Display chart)

(c) State standard required of each man (satisfactory performance of all skills).

(d) Define a patrol and explain importance.

(e) Explain and give examples of the two general types of patrols.

(f) Explain briefly patrol organization and purpose (see chart).

(g) Introduce the film. Cover highlights, relation to remainder of the course, and any out-of-date portions.

(h) Show TF 21-2197: "Camouflage for Scouting and Patrolling."

(i) Summarize the film.

(2) Organization and preparation for patrols (50 min.)

(a) Organize the squad for a combat patrol; then reorganize for reconnaissance patrol. Explain the organizations (charts) and reasons for, and functions of, elements.

(b) Issue and discuss a warning order for the squad to prepare for a reconnaissance patrol. Relate the order to a situation on the map blowup.

(c) Make preparations for the patrol. Check and supervise.

1 Operating conditions of weapons

2 Camouflage of individuals, weapons, and equipment

3 Noise prevention of individuals, weapons, and equipment
(including taping of identification tags)

4 Simulating dropping identification by placing identifying items in one pocket

5 Completeness of equipment and full canteen

6 Simulating issue of ammunition

(d) Issue and discuss the patrol order (use blowup).

(3) Common Patrolling techniques (100 min.)

INSTRUCTOR'S NOTE: Based on appropriate pars. of FM 21-75 the officer in charge should develop SOPs where possible for patrol member action in each of the common techniques. Each AI should conduct practice in common techniques in an open area where individual patrol members can observe the action of their patrol. Instruction should be conducted in a deliberate manner, explaining reasons, making corrections, and repeating where necessary.

(a) Explain that all patrols employ basically the same techniques; explain that the object is to learn common techniques step-by-step as a drill, so that they become second nature.

(b) Explain that low crawl, high crawl, taking prone position rapidly, and silent techniques are same as employed in tactics instruction.

(c) Form and organize the patrol.

(d) Explain security measures (par. 147, FM 21-75) and practice them throughout the period.

(e) Explain departure and reentry of friendly lines (par. 140, FM 21-75). Move out and practice departure.

(f) Explain and practice actions at danger areas (par. 143, FM 21-75).

(g) Explain and practice action on enemy contact (par. 142, FM 21-75).

(h) Explain rally points and use of rally points. Practice action at rally points (par. 141, FM 21-75).

(i) Repeat actions most in need of practice.

(j) Practice reentry into friendly lines.

(k) Summarize.

3. SECOND PERIOD (4 HR.): OBSERVATION AND REPORTING AND LIMITED VISIBILITY TECHNIQUES

NOTE: Company is divided; half receives instruction for 2 hours in Observation and Reporting while the other half is instructed in Limited Visibility techniques. After 2 hours the two halves of the company interchange. Trainees have been assigned previously to TOE squads (less squad leaders) with TOE weapons. AIs, one per squad, act as squad (patrol) leaders and conduct the entire period of instruction.

a. Training Facility Requirements: Sufficient terrain with some wooded cover to accommodate half the squads of a company on the observation course—a round robin with 100-150 meters per leg (this area is also used for Observation and Reporting demonstration); and sufficient terrain in the immediate vicinity isolated from distracting noises to accommodate half the company, with about 100 meters square for each squad; bleachers in the observation area to accommodate half a company.

b. Instructor's Equipment: None

c. Trainee Equipment: One handkerchief for blindfolding in Limited Visibility techniques

d. References: FM 21-75, pars. 6-21, 24-36, 54-55

e. Training Aids: For Observation and Reporting Demonstration and Conference, first hour: for the half company, 1 blackboard; 1 chalk and eraser; 1 venetian blind display with 5 "Characteristics of Objects" strips and 6 "Reporting" strips (S-A-L-U-T-E); 1 small mirror; 1 irregularly shaped board or panel painted to contrast with the background; 3 boards or panels (1 round, 1 square, and 1 triangular) painted to blend with the background; 3 uniforms contrasting with background of training area; 2 dull helmet liners; 2 uniforms blending with the background; 3 brightly colored helmet liners (blue, orange, and white)

For Observation and Reporting practical exercise, second hour: 7 aggressor dummies with dull helmets; 2 entrenching tools; camouflage material for 2 men; 2 mock-ups of bunkers; 1 mock-up of a 4.2-inch mortar; 1 mock-up of a tank; 1 mock-up of a jeep with mounted machine gun; 2 pup tents (with ropes, pegs, and pins); 2 100-meter pieces of communications wire WD-1; old field equipment (unservicable); 1 piece of unusual electronic equipment; 25 #10 tin cans; 3 gasoline cans (2 empty and 1 half full); 10 boxes or crates, wooden; 1 roll concertina wire (25 yards); 3 triangular aggressor signs (10"x 6"); 10 inert personnel mines with inert M1AI fuses; 1 map of a minefield; 1 unusual sign, 2'x 2'

For Limited Visibility Techniques: Per squad, 1 stake 1"x 4"x 6", each with a squad number to mark center of each squad's instruction area; per

squad, 20 lineal feet of double apron fence or 1 length triple concertina, permanently installed

f. Ammunition Requirements: None

g. Learning Objective

(1) To train the soldier to detect, identify, and report battlefield objects and noises

(2) To train the soldier to use Limited Visibility techniques

h. Lesson Outline

(1) Observation and Reporting demonstration and conference (50 min.)

INSTRUCTOR'S NOTE: The entire half company is assembled in bleachers overlooking an area, with cover and concealment, suitable for demonstrating detection techniques. One AI presents the instruction while three or more AIs display items on cue that are to be detected at ranges from about 50 to 250 meters. Expendable items capable of being manipulated for display are permanently installed.

(a) Explain daylight searching techniques.

(b) Have trainees make quick search.

(c) Have trainees make strip search.

(d) Discuss trainees' observations.

(e) Present the following indications:

INSTRUCTOR'S NOTE: In succession have assistants, on cue, give enemy indications (in following list). Ask class members what they saw after each indication. Discuss the characteristics that gave the enemy away. Repeat if necessary. Accompany indications with corresponding venetian blind display. While demonstrators are moving to successive locations, trainees are told to look away.

1 Shine (mirror or bright helmet)

2 Contrast (contrasting panel)

3 Regularity of shape (regular panels and dull helmets)

4 Movement (man moving slowly)

5 Smell (gasoline or burning rubber can be used up wind, close in.)

6 Noise (rifle bolt action and driving tent-pin with shovel)

(f) Discuss reporting, accompanying with venetian blind display: S-ize, A-ctivity, L-ocation, U-nit, T-ime, E-quipment, and short explanation of each.

(g) Display successively, on cue, the following enemy indications:

INSTRUCTOR'S NOTE: Have trainees take notes on their observations. After each display call on one or more trainees to report observations using S-A-L-U-T-E. Discuss trainee report and detecting characteristics (shine, etc.) and give a correct report.

1 Two bunkers (hinged bunker mock-ups)

2 Three AIs showing head and brightly colored helmets

3 Three AIs wearing uniforms contrasting with the background

4 Two AIs in dull helmets and blending uniforms

5 Two AIs very well camouflaged, no movement

6 Same two AIs moving slightly

7 Same two AIs making large movement

(h) Summarize

(2) Observation and Reporting — Practical exercise (50 min.)

INSTRUCTOR'S NOTE: Instructors prepare a round robin closed course with as many observation segments 100-150 meters long as there are squads in half a company. Enemy indications, including all those listed under Training Aids for Second Hour of Observation and Reporting and any others desired, are placed all the way around and on both sides of the course. The starting point of each segment of the course is marked with a stake bearing a number. Initially, squads, under their AI squad leaders, are sent to different starting points around the course. AIs explain the purpose of the exercise and conduct their squads on time schedule (or whistle signal) over as many segments as time will permit. Trainees observe for enemy indications as they move from starting point to starting point. AIs halt their squads at each starting point and call on trainees to report observations made over the segment they have just traversed.

(a) Coordinating movement with other squads, conduct the squad over successive segments of the course.

(b) Remind trainees of observation techniques.

(c) At each starting point call on at least one trainee to report his observations using S-A-L-U-T-E.

(d) Discuss completeness of reports.

(e) Point out enemy indications missed by trainees.

(f) Summarize.

(3) Limited Visibility techniques (100 min.)

(a) First hour

1 Explain and supervise preparation for night patrol. Review rules for movement (par. 21a, FM 21-75).

2 Review, demonstrate, and practice night walk, night crawl, and assuming the prone position in limited visibility (Figs. 16, 17 and 18, FM 21-75).

INSTRUCTOR'S NOTE: After all squad members have demonstrated proficiency (see 2 above), the squad is divided into pairs, one mover and one observer in each pair. Starting 50 meters away, movers attempt to work their way walking and crawling to within 20 meters of the observers without being heard. This exercise works best if movers start at the center of a wheel and move toward observers at the rim. Observers face away from their respective movers. Movers are blindfolded with handkerchief. The object is to make them feel their way. Quiet must be maintained throughout the area.

3 Explain the exercise, send pairs to their locations, blind-fold movers.

4 Start the movers and assist them in maintaining direction.

5 Have observers tell movers each time they hear them approaching.

6 At appropriate times, exchange observers for movers in each pair, and repeat the exercise.

7 Repeat exercise for all men if time permits.

(b) Second hour

INSTRUCTOR'S NOTE: This hour is scheduled during daylight so that trainees can get full benefit of demonstrations and practice, and the AI can see to correct and supervise.

1 Explain how infrared is used, if made available to squads.

2 Explain and practice, where applicable, control in Limited Visibility. Include intervals and distances, restriction on

visual signals, touch and sound signals, how to whisper, and necessity for never losing contact.

3 Explain light and noise discipline and security.

4 Explain dark adaptation, off-center vision, scanning, and retaining dark adaptation under flares.

5 Explain, demonstrate, and practice use of challenge and password.

6 Explain, demonstrate, and practice action under overhead and ground flares.

7 Explain and demonstrate passing obstacles. Practice, blindfolded, going around brush and noisy footing and negotiating wire.

4. THIRD PERIOD (4 HR.): COMBAT PATROL I, DAY AMBUSH

NOTE: Company is divided; half receives instruction in the Third Period while the other half receives instruction in the Fourth Period. After 4 hours, the two half companies interchange and instruction is repeated. Trainees have previously been divided into TOE squads (less squad leaders) with TOE weapons. AIs, one per squad, act as patrol leaders and conduct the entire period of instruction.

a. Training Facility Requirements: Sufficient terrain, with considerable brush to provide a combat patrol route for each squad. Combat patrol routes, up to 2000 meters in length, must be adjacent to reconnaissance patrol routes. Patrols in adjacent routes should have sufficient room for independent action. These patrol routes are fixed and should be close enough to permit combat vs. reconnaissance patrol actions at specified points.

b. Instructor's Equipment: None

c. Trainee Equipment: As prescribed

d. References: FM 21-75, pars. 110-183

e. Training Aids: 1 camouflage stick (or substitute) per trainee; 1 roll friction tape per squad; 1 whistle, thunderer per AI; 1 PRC-6 radio or substitute per AI; 1 permanently installed, acetate-covered map blowup for each patrol (same map blowups as in First Period)

f. Ammunition Requirements: 20 rounds blank ammunition per trainee

g. Learning Objective: To teach the soldier to operate as a member of a combat patrol, ambush

h. Lesson Outline

(1) Orientation and preparation (30 min.)

INSTRUCTOR'S NOTE: The PI assigns routes for patrol runs and rehearsals on a scheme that will avoid sending any squad on any route more than once during the entire Patrolling program.

(a) Define combat patrol and discuss purpose.

(b) Explain missions of raid, security, contact, and ambush patrols.

INSTRUCTOR'S NOTE: Warning and patrol orders are prepared for each squad to portray an enemy situation and a requirement for a combat patrol to proceed along a given route on a deliberate ambush of an enemy patrol and return to its starting point. Routes are semipermanently drawn on combat patrol map blowups.

(c) Issue warning order.

(d) Prepare the patrol as in First Period.

(e) Issue patrol order.

(2) Rehearsal (80 min.)

INSTRUCTOR'S NOTE: Each squad rehearses its patrol actions at reduced distance while moving to a suitable site for an ambush. Rehearsals are conducted along a patrol route other than the one on which the patrol will be run. The sequence of patrol actions should be varied to conform to existing conditions. The action is made deliberate and realistic, with corrections and reruns made as required.

- (a) Practice departing friendly lines.
- (b) Practice security throughout.
- (c) Designate and practice occupying en route rally point.
- (d) Take action at danger areas. Practice both actions (par. 142,

FM 21-75) on enemy contact.

- (e) Designate and practice occupying objective rally point.
- (f) Review the plan of ambush, scheme of fires, applicable

Technique of Fire, and withdrawal coordinations.

- (g) Position security and assault elements; check their camouflage.
- (h) Simulate enemy patrol approaching. (AI portrays enemy patrol.)
- (i) Fire on simulated enemy patrol (dry fire).
- (j) Give signal to rally and walk through withdrawal to rally point.
- (k) Occupy rally point.
- (l) Repeat actions in pars. (g) to (k) at normal speed.
- (m) Return to starting point, practicing actions most in need

of improvement.

- (n) Practice reentering friendly lines.
- (o) Debrief the patrol and critique the action.

(3) Ambush patrol vs. reconnaissance patrol exercise (100 min.)

INSTRUCTOR'S NOTE: For this exercise each ambush patrol is paired with a reconnaissance patrol receiving Fourth Period instruction on an adjacent route. AIs of paired squads work out the details for the ambush and coordinate by radio, or other means, to make certain that the reconnaissance patrol reaches the ambush site after the ambush patrol is in place. The patrol is conducted as indicated below with suitable adjustments for terrain coordinations, etc.

- (a) Review the patrol order and route.
- (b) Issue blank ammunition.
- (c) Depart friendly lines; practice security throughout.
- (d) Designate en route rally point.
- (e) Cross danger area.
- (f) Designate and occupy the objective rally point.
- (g) Issue final instructions for ambush.
- (h) Position patrol elements; check their camouflage.

INSTRUCTOR'S NOTE: Notify the paired reconnaissance patrol leader (by radio or other means) that the ambush patrol is in position.

- (i) Fire on the reconnaissance patrol. (Avoid any close firing or contact between members of opposing patrols.)
- (j) After 30 seconds' firing, withdraw to objective rally point.
- (k) Occupy rally point.
- (l) Join with the opposing AI and his patrol in a joint critique on the ambush site.

(m) Return the patrol to its starting point tactically, taking such action as conditions demand.

(n) Reenter friendly lines.

(o) Debrief the patrol and critique the action.

5. FOURTH PERIOD (4 HR.): RECONNAISSANCE PATROL I, DAY AREA RECONNAISSANCE AND COUNTERAMBUSH.

NOTE: Company is divided; half receives instruction in the Fourth Period while the other half receives instruction in the Third Period. After 4 hours the two half companies interchange, and instruction is repeated. Trainees have previously been divided into TOE squads (less squad leaders) with TOE weapons. AIs, one per squad, act as patrol leaders and conduct the entire period of instruction.

a. Training Facility Requirements: Sufficient terrain, with considerable brush to provide a reconnaissance patrol route for each squad. Reconnaissance routes, up to 2000 meters in length, must be adjacent to combat patrol routes. Patrols in adjacent routes should have sufficient room for independent action. These patrol routes are fixed and should be close enough to permit reconnaissance vs. combat patrol actions at specified points.

b. Instructor's Equipment: None

c. Trainee Equipment: As prescribed

d. References: FM 21-75, pars. 110-183

e. Training Aids: 1 camouflage stick (or substitute) per trainee; 1 roll friction tape per squad; 1 whistle, thunderer per AI; 1 PRC-6 radio or substitute per AI; 1 permanently installed, acetate-covered map blowup for each patrol (same map blowups as in First Period); 3 objects, such as mock-ups of weapons, per squad

f. Ammunition Requirements: 20 rounds blank ammunition per trainee

g. Learning Objective: To teach the soldier to operate as a member of an area reconnaissance patrol and perform counterambush techniques

h. Lesson Outline

(1) Orientation and preparation (30 min.)

(a) Define reconnaissance patrol and explain its missions.

(b) Explain point reconnaissance and area reconnaissance patrols.

INSTRUCTOR'S NOTE: Warning and patrol orders are prepared for each squad to portray an enemy situation and a requirement for a reconnaissance of a small area and return to its starting point. Three 3-man teams will be employed at the objective. Routes are semipermanently drawn on reconnaissance patrol map blowups.

(c) Issue warning order.

(d) Prepare the patrol as in First Period

(e) Issue patrol order.

(2) Rehearsal (80 min.)

INSTRUCTOR'S NOTE: The PI assigns routes for patrol runs and rehearsals on a scheme which will avoid sending any squad on any route more than once during the entire Patrolling program.

Each squad rehearses its patrol actions at reduced distance while moving to a site suitable for rehearsal of counterambush techniques and another site

suitable for area reconnaissance. Rehearsals are conducted along a patrol route other than the one on which the patrol will be run. The sequence of patrol actions should be varied to conform to existing conditions. The action is made deliberate and realistic, with corrections and reruns made as required.

- (a) Practice departing friendly lines.
- (b) Practice security throughout.
- (c) Designate and practice occupying en route rally point.
- (d) Take action at danger areas.
- (e) Explain and rehearse counterambush techniques

(par. 142C, FM 21-75).

- (f) Designate and practice occupying objective rally point.
 - (g) Review plan of reconnaissance, Technique of Fire, time of withdrawal, and rallying plan.
 - (h) Send the entire squad (three teams) on their separate reconnaissance missions. Actively supervise.
 - (i) Assemble patrol at objective rally point. Exchange and report (radio) information.
 - (j) Repeat actions in pars. (h) and (i) at normal speed.
 - (k) Return to starting point, practicing actions most in need of improvement.
 - (l) Practice reentering friendly lines.
 - (m) Debrief the patrol and critique the action.
- (3) Reconnaissance patrol vs. ambush patrol exercise (100 min.)

INSTRUCTOR'S NOTE: For this exercise each reconnaissance patrol is paired with a combat patrol receiving Third Period instruction on an adjacent route. AIs of paired squads work out the details for the ambush and coordinate by radio, or other means, to make certain that the reconnaissance patrol reaches the ambush site after the ambush patrol is in place. The patrol is conducted as indicated below with suitable adjustments for terrain, coordinations, etc.

- (a) Review the patrol order and route.
- (b) Issue blank ammunition.
- (c) Depart friendly lines; practice security throughout.
- (d) Designate en route rally point.
- (e) Cross danger area.
- (f) Designate and occupy the objective rally point.
- (g) Issue final instruction. Send the three 3-man teams on their area reconnaissance and have them gather their information.
- (h) Assemble the patrol at rally point. Exchange and report (radio) information.

INSTRUCTOR'S NOTE: Notify the paired combat patrol leader (by radio or other means) that the reconnaissance patrol is ready to proceed through the ambush site. Make final coordinations.

- (i) Proceed through the ambush site at agreed time.
- (j) Take appropriate counterambush action when fired on. Avoid any close firing or contact between members of opposing patrols.
- (k) After 30 seconds' firing, break contact (par. 142, FM 21-75).
- (l) Occupy rally point.

(m) Join with the opposing AI and his patrol in a joint critique at the ambush site.

(n) Return the patrol to its starting point tactically, taking such action as conditions along the route demand.

(o) Reenter friendly lines.

(p) Debrief the patrol and critique the action.

6. FIFTH PERIOD (4 HR.): COMBAT PATROL II, NIGHT RAID

NOTE: Company is divided; half receives instruction in the Fifth Period while the other half receives instruction in the Sixth Period. After 4 hours, the two half companies interchange and instruction is repeated. Trainees have been divided previously into TOE squads (less squad leaders) with TOE weapons. Trainees are assigned to patrol positions other than those they had on the pre-combat patrol. AIs, one per squad, act as patrol leaders and conduct the entire period of instruction. This period should commence 1-1/4 hours before dusk.

a. Training Facility Requirements: Same as for the Third Period, i.e., sufficient terrain, with considerable brush to provide one combat patrol route for each squad. Combat patrol routes, up to 2000 meters in length, must be adjacent to reconnaissance patrol routes. Patrols in adjacent routes should have sufficient room for independent action. These patrol routes are fixed and should be close enough to permit combat vs. reconnaissance patrol actions at specified points.

b. Instructor's Equipment: None

c. Trainee Equipment: As prescribed

d. References: FM 21-75, pars. 110-183

e. Training Aids: 1 camouflage stick (or substitute) per trainee; 1 roll friction tape per squad; 1 whistle, thunderer per AI; 1 PRC-6 radio or substitute per AI; 1 permanently installed, acetate-covered map blowup for each patrol (same map blowup as in the previous combat patrol)

f. Ammunition Requirements: 20 rounds blank ammunition per trainee

g. Learning Objective: To teach the soldier to operate as a member of a raid combat patrol at night

h. Lesson Outline

(1) Orientation and preparation (30 min.)

INSTRUCTOR'S NOTE: The PI assigns routes for rehearsals and patrol runs on a scheme which will avoid sending any squad on any patrol route more than once during the entire Patrolling program.

(a) Review purpose of a raid patrol.

(b) Discuss special considerations for night raid.

INSTRUCTOR'S NOTE: Warning and patrol orders are prepared for each squad to portray an enemy situation and a requirement for a combat patrol to proceed on a night raid of an enemy listening post and return to its starting point. Routes are semipermanently drawn on combat patrol map blowups.

(c) Issue warning orders.

(d) Prepare the patrol as in First Period.

(e) Issue patrol order.

(2) Rehearsal (80 min.)

INSTRUCTOR'S NOTE: Each squad rehearses its patrol actions once before dusk and once after dusk at reduced distance while moving to a suitable site for a raid. Both rehearsals are conducted on the same terrain along a patrol route other than the one on which the patrol will be run. The sequence of patrol actions should be varied to conform to existing conditions. The action is deliberate and realistic with corrections and reruns made as required.

- (a) Briefly review night movement, light and noise discipline, night observation, and action under flares.
 - (b) Practice departing friendly lines.
 - (c) Practice security, proper control, intervals, distances, passing up the count, touch and sound signals, whispering properly, and silent techniques throughout.
 - (d) Designate an en route rally point.
 - (e) Take action at danger areas.
 - (f) Practice passive action upon enemy contact en route to or from objective rally point.
 - (g) Designate and practice occupying objective rally point.
 - (h) Review the plan of fires for the raid, Technique of Fire, withdrawal coordinations, and rallying plan.
 - (i) Practice positioning the security and assault elements using stealth.
 - (j) Assault the simulated enemy patrol (dry fire).
 - (k) Give signal to rally.
 - (l) Occupy rally point. Exchange and report (radio) information gathered.
 - (m) Return to starting point, practicing actions most in need of improvement.
 - (n) Practice reentering friendly lines.
 - (o) Critique the action.
 - (p) Repeat the rehearsal on the same route after dusk.
- (3) Night patrol vs. reconnaissance patrol exercise (100 min.)

INSTRUCTOR'S NOTE: For this exercise each raid patrol is paired with a reconnaissance patrol receiving Sixth Period instruction on an adjacent route. AIs of paired squads work out the details for at least two nonfiring contacts along the route. They coordinate by radio, or other means, to make certain that the raid patrol reaches the agreed contact sites after the reconnaissance patrol is in position. Patrols do not contact at the objective. The patrol is conducted as indicated below with suitable adjustments for terrain, coordination, etc.

- (a) Review the patrol order and route.
- (b) Issue blank ammunition.
- (c) Depart friendly lines; practice security and Limited Visibility techniques throughout.

INSTRUCTOR'S NOTE: Make coordinations (radio or other means) with paired AI for patrols to contact.

- (d) Designate en route rally point.
- (e) Take indicated passive action upon sighting or hearing enemy patrol.

- (f) Cross danger area.
- (g) Designate and occupy the objective rally point.
- (h) Issue final instructions for raid.
- (i) Position the assault element. Position the security element(s).

INSTRUCTOR'S NOTE: Move the security element(s) in the direction of their position(s). When out of sight of the assault element, instead of manning the security post(s), place the security men on the enemy position with instructions to remain quiet, observe, and open fire when they see the assault element. They will fire their 20 rounds rapidly and sneak back to the objective rally point, avoiding contact with or recognition by the assault element.

- (j) Give signal and raid the enemy patrol. Avoid any close firing or contact between members of the patrol.
- (k) After 30 seconds' firing, withdraw to objective rally point.
- (l) Occupy objective rally point.
- (m) Critique the action so far.

INSTRUCTOR'S NOTE: Make coordinations with paired AI for patrols to contact.

- (n) Return the patrol to its starting point tactically, taking indicated passive action upon sighting or hearing enemy patrol.
- (o) Reenter friendly lines.
- (p) Debrief the patrol and critique the action.

7. SIXTH PERIOD (4 HR.): RECONNAISSANCE PATROL III, NIGHT POINT RECONNAISSANCE

NOTE: Company is divided; half receives instruction in the Sixth Period while the other half receives instruction in the Fifth Period. After 4 hours the two half companies interchange and instruction is repeated. Trainees have been divided previously into TOE squads (less squad leaders) with TOE weapons. Trainees are assigned to patrol positions other than those they had on the previous reconnaissance patrol.

AIs, one per squad, act as patrol leaders and conduct the entire period of instruction. This period should commence 1-1/4 hours before dusk.

a. Training Facility Requirements: Same as for the Fourth Period, i.e., sufficient terrain, with considerable brush to provide one reconnaissance patrol route for each squad. Reconnaissance patrol routes, up to 2000 meters in length, must be adjacent to combat patrol routes. Patrols in adjacent routes should have sufficient room for independent action. These patrol routes are fixed and should be close enough to permit reconnaissance vs. Combat patrol actions at specified points.

b. Instructor's Equipment: None

c. Trainee Equipment: As prescribed

d. References: FM 21-75, pars. 110-183

e. Training Aids: 1 camouflage stick (or substitute) per trainee; 1 roll friction tape per squad; 1 whistle, thunderer per AI; 1 PRC-6 radio or substitute per AI; 1 permanently installed, acetate-covered map blowup for each patrol; 3 objects such as mock-ups of weapons, per squad (same objects and map blow-ups as in Fourth Period)

f. Ammunition Requirements: 20 rounds blank ammunition per trainee; 6 flares, white parachute (or substitute), per company

g. Learning Objective: To teach the soldier to operate as a member of point reconnaissance patrol at night

h. Lesson Outline

(1) Orientation and preparation (30 min.)

INSTRUCTOR'S NOTE: The PI allocates lanes for rehearsals and patrol runs on a scheme that will avoid sending any squad on any patrol route more than once during the entire Patrolling program. The PI fires 3 flares during rehearsals and 3 during patrol runs.

(a) Review purpose of a point reconnaissance.

(b) Discuss special considerations for a night reconnaissance.

INSTRUCTOR'S NOTE: Warning and patrol orders are prepared for each squad to portray an enemy situation and a requirement for a reconnaissance patrol to proceed on a night point reconnaissance of a specific locality and return to its starting point. Routes are semipermanently drawn on reconnaissance patrol map blowups.

(c) Issue warning order.

(d) Prepare the patrol as in First Period.

(e) Issue patrol order.

(2) Rehearsal (80 min.)

INSTRUCTOR'S NOTE: Each squad rehearses its patrol actions once before dusk and once after dusk. Both rehearsals are conducted at reduced distances on the same terrain, along a patrol route other than the one on which the patrol will be run. The sequence of patrol actions should be varied to conform to existing conditions. The action is deliberate and realistic, with corrections and reruns made as required.

(a) Briefly review night movement, light and noise discipline, night observation, and action under flares.

(b) Practice departing friendly lines.

(c) Practice security, proper control, intervals, distances, passing up the count, touch and sound signals, whispering properly, and silent techniques throughout.

(d) Designate an en route rally point.

(e) Take action at danger area.

(f) Practice passive action upon enemy contact en route to or from objective rally point.

(g) Designate and practice occupying objective rally point.

(h) Review the plan of reconnaissance, plan if fired on, withdrawal coordinations, and rallying plan.

(i) Position security, secure the objective rally point, send out the reconnaissance element. Actively supervise.

(j) Rehearse action the patrol would take if fired on (par. 142, FM 21-75) (dry fire if fire is returned).

(k) Give signal to rally.

(l) Occupy objective rally point. Exchange and report (radio) information gathered.

(m) Return to starting point, practicing actions most in need of improvement.

(n) Practice reentering friendly lines.

(o) Critique the action.

(p) Repeat the rehearsal on the same route after dusk.

(3) Reconnaissance patrol vs. raid patrol exercise (100 min.)

INSTRUCTOR'S NOTE: For this exercise each reconnaissance patrol is paired with a raid patrol receiving Fifth Period instruction on an adjacent route. AIs of paired squads work out the details for at least two nonfiring contacts along the route. They coordinate by radio, or other means, to make certain that the raid patrol reaches the agreed contact sites after the reconnaissance patrol is in position. Patrols do not contact at the objective. The patrol is conducted as indicated below with suitable adjustments for terrain, coordinations, etc.

(a) Review the patrol order and route.

(b) Issue blank ammunition.

(c) Depart friendly lines; practice Security and Limited Visibility techniques throughout.

INSTRUCTOR'S NOTE: Make coordinations with paired AI for patrols to contact.

(d) Designate en route rally point.

(e) Take indicated passive action upon sighting or hearing enemy patrol.

(f) Cross danger area.

(g) Designate and occupy the objective rally point.

(h) Issue final instructions for reconnaissance.

(i) Position security. Secure the objective rally point. Conduct the reconnaissance, taking out a 3-man team. Repeat until all men have conducted the reconnaissance of the objective.

(j) Withdraw to objective rally point.

(k) Occupy objective rally point. Exchange and report information.

(l) Critique the action so far.

INSTRUCTOR'S NOTE: Make coordinations (radio) with paired AI for patrols to contact.

(m) Return the patrol to its starting point tactically, taking indicated passive action upon sighting or hearing enemy patrol.

(n) Reenter friendly lines.

(o) Debrief the patrol and critique the action.

8. SEVENTH PERIOD (4 HR.): COMBAT PATROL III, DAY RAID

NOTE: Company is divided; half receives instruction in the Seventh Period while the other half receives instruction in the Eighth Period. After 4 hours the two half companies interchange and instruction is repeated. Trainees have been divided previously into TOE squads (less squad leaders) with TOE weapons. Trainees are assigned to patrol positions other than those they had on previous combat patrols. AIs, one per squad, act as patrol leaders and conduct the entire period of instruction.

a. Training Facility Requirements: Same as for the Third and Fifth Periods, i.e., sufficient terrain, with considerable brush, to provide one combat patrol route for each squad. Combat patrol routes, up to 2000 meters in length,

must be adjacent to reconnaissance patrol routes. Patrols in adjacent routes should have sufficient room for independent action. These patrol routes are fixed and should be close enough to permit combat vs. reconnaissance patrol actions at specified points.

- b. Instructor's Equipment: None
- c. Trainee Equipment: As prescribed
- d. References: FM 21-75, pars. 110-183
- e. Training Aids: 1 camouflage stick (or substitute) per trainee; 1 roll friction tape per squad; 1 whistle, thunderer per AI; 1 PRC-6 radio or substitute per AI; 1 permanently installed, acetate-covered map blowup for each patrol (same map blowups as in previous combat patrols)
- f. Ammunition Requirements: 20 rounds blank ammunition per trainee
- g. Learning Objective: To teach the soldier to operate as a member of a raid combat patrol
- h. Lesson Outline
 - (1) Orientation and preparation (30 min.)

INSTRUCTOR'S NOTE: The PI assigns routes for patrol runs and rehearsals on a scheme which will avoid sending any squad on any patrol route more than once during the entire Patrolling program.

- (a) Define and discuss purpose of a raid patrol and keys to a successful raid (pars. 159 and 164, FM 21-75).

INSTRUCTOR'S NOTE: Warning and patrol orders are prepared for each squad to portray an enemy situation and a requirement for a combat patrol to proceed along a given route on a raid on an enemy reconnaissance patrol and return to its starting point. Routes are semipermanently drawn on all combat patrol map blowups.

- (b) Issue warning order.
- (c) Prepare the patrol as in First Period.
- (d) Issue patrol order.
- (2) Rehearsal (80 min.)

INSTRUCTOR'S NOTE: Each squad rehearses its patrol actions at reduced distance while moving to a suitable site for a raid. Rehearsal is conducted along a patrol route other than the one on which the patrol will be run. The sequence of patrol actions should be varied to conform to existing conditions. The action is made deliberate and realistic, with corrections and reruns made as required.

- (a) Practice departing friendly lines.
- (b) Practice security throughout.
- (c) Designate and practice occupying an en route rally point.
- (d) Take action at danger areas. Practice both actions (par. 142, FM 21-75) on enemy contact.
- (e) Designate and practice occupying objective rally point.
- (f) Review the plan of fires, applicable Technique of Fire, withdrawal coordinations, and rallying plan.
- (g) Practice positioning the security and assault elements using stealth. (AI supervises from enemy position.)

- (h) Assault the simulated enemy patrol (dry fire).
 - (i) Give signal to rally.
 - (j) Occupy objective rally point.
 - (k) Return to starting point, practicing actions most in need of improvement.
 - (l) Practice reentering friendly lines.
 - (m) Debrief the patrol and critique the action.
- (3) Raid patrol vs. reconnaissance patrol exercise (100 min.)

INSTRUCTOR'S NOTE: For this exercise each raid patrol is paired with a reconnaissance patrol that is receiving Eighth Period instruction on adjacent route. AIs of paired squads work out the details for the raid and coordinate by radio, or other means, to make certain that the raid patrol reaches the agreed raid site after the reconnaissance patrol is in position. The patrol is conducted as indicated below with suitable adjustments for terrain, coordinations, etc.

- (a) Review the patrol order and route.
- (b) Issue blank ammunition.
- (c) Depart friendly lines; practice security throughout.
- (d) Designate en route rally point.
- (e) Cross danger area.
- (f) Designate and occupy the objective rally point.

INSTRUCTOR'S NOTE: Notify the paired reconnaissance patrol leader that the patrol is at the objective rally point. Make final coordinations for timing of the raid.

- (g) Issue final instructions for raid.
- (h) Position patrol elements.
- (i) Give signal and raid the enemy patrol. Avoid any close firing or contact between members of opposing patrols.
- (j) After 30 seconds' firing, withdraw to objective rally point.
- (k) Occupy objective rally point. Exchange and report information.
- (l) Join with the opposing AI and his patrol in a joint critique at the raid site.
- (m) Return the patrol to its starting point tactically, taking such action as conditions along the route demand.
- (n) Debrief the patrol and critique the action.

9. EIGHTH PERIOD (4 HR.): RECONNAISSANCE PATROL III, DAY POINT RECONNAISSANCE AND COUNTERRAID

NOTE: Company is divided; half receives instruction in the Eighth Period while the other half receives instruction in the Seventh Period. After 4 hours the two half companies interchange and instruction is repeated. Trainees have been divided previously into TOE squads (less squad leaders) with TOE weapons. Trainees are assigned to patrol duties other than those they had on previous reconnaissance patrols. AIs, one per squad, act as patrol leaders and conduct the entire period of instruction.

a. Training Facility Requirements: Same as for the Fourth and Sixth Periods, i.e., sufficient terrain, with considerable brush to provide one reconnaissance patrol route for each squad. Reconnaissance patrol routes, up to

2000 meters in length, must be adjacent to combat patrol routes. Patrols in adjacent routes should have sufficient room for independent action. These patrol routes are fixed, and should be close enough to permit reconnaissance vs. combat patrol actions at specified points.

- b. Instructor's Equipment: None
- c. Trainee Equipment: As prescribed
- d. References: FM 21-75, pars. 110-183
- e. Training Aids: 1 camouflage stick (or substitute) per trainee; 1 roll friction tape per squad; 1 whistle, thunderer per AI; 1 PRC-6 radio or substitute per AI; 1 permanently installed, acetate-covered map blowup for each patrol (same map blowup as in previous reconnaissance patrols); 3 objects such as mock-ups of weapons, per squad (same objects as in Fourth Period)
- f. Ammunition Requirements: 20 rounds blank ammunition per trainee
- g. Learning Objective: To teach the soldier to operate as a member of a reconnaissance patrol and perform counterraid actions
- h. Lesson Outline
 - (1) Orientation and preparation (30 min.)

INSTRUCTOR'S NOTE: The PI assigns routes for patrol runs and rehearsals on a scheme that will avoid sending any squad on any patrol route more than once during the entire Patrolling program.

- (a) Define and discuss purpose of a point reconnaissance.

INSTRUCTOR'S NOTE: Warning and patrol orders are prepared for each squad to portray an enemy situation and a requirement for a reconnaissance patrol to proceed along a given route on a point reconnaissance of a small specific locality and return to its starting point. Routes are semipermanently drawn on all combat patrol map blowups.

- (b) Issue warning order.
- (c) Prepare the patrol as in First Period.
- (d) Issue patrol order.
- (2) Rehearsal (80 min.)

INSTRUCTOR'S NOTE: Each squad rehearses its patrol actions at reduced distance while moving to a suitable site for a point reconnaissance. Rehearsal is conducted along a patrol route other than the one on which the patrol will be run. The sequence of patrol actions should be varied to conform to existing conditions. The action is deliberate and realistic, with corrections and reruns made as required.

- (a) Practice departing friendly lines.
- (b) Practice security throughout.
- (c) Designate and practice occupying an en route rally point.
- (d) Take action at danger areas. Practice both actions (par. 142, FM 21-75) on enemy contact.
- (e) Designate and practice occupying objective rally point.
- (f) Review the plan of reconnaissance, plan if fired on, withdrawal coordinations, and rallying plan.
- (g) Position security, secure the objective rally point, send out the reconnaissance element. Actively supervise.

(h) Rehearse action the patrol would take if fired on (par. 142, FM 21-75) (dry fire if fire is returned).

(i) Give signal to rally.

(j) Occupy objective rally point. Exchange and report information gathered (by radio or other means).

(k) Return to starting point, practicing actions most in need of improvement.

(l) Practice reentering friendly lines.

(m) Debrief the patrol and critique the action.

(3) Reconnaissance patrol vs. raid patrol exercise (100 min.)

INSTRUCTOR'S NOTE: For this exercise each reconnaissance patrol is paired with a raid patrol that is receiving Seventh Period instruction on an adjacent route. AIs of paired squads work out the details for the raid and coordinate by radio, or other means, to make certain that the raid patrol reaches the agreed raid site after the reconnaissance patrol is in position. The patrol is conducted as indicated below with suitable adjustments for terrain, coordinations, etc.

(a) Review the patrol order and route.

(b) Issue blank ammunition.

(c) Depart friendly lines; practice security throughout.

(d) Designate en route rally point.

(e) Cross danger area.

(f) Designate and occupy the objective rally point.

(g) Issue final instructions for reconnaissance.

(h) Position security, secure the objective rally point, send out reconnaissance elements.

INSTRUCTOR'S NOTE: Notify the paired raid patrol leader that the patrol is in position with reconnaissance element out. Make final coordinations for timing of the raid.

(i) Take appropriate counterraid action when raided. Avoid any close firing or contact between members of opposing patrols.

(j) Withdraw to objective rally point.

(k) Occupy rally point. Exchange and report information.

(l) Join with the opposing AI and his patrol in a joint critique at the raid site.

(m) Return the patrol to its starting point tactically, taking such action as conditions along the route demand.

(n) Reenter friendly lines.

(o) Debrief the patrol and critique the action.

Appendix F

RIFLEMAN IV - TRAINEE QUESTIONNAIRE

1. Did you have any active duty military service before you started basic training?
 - a ☐ None
 - b ☐ Service in Army
 - c ☐ Service in Air Force
 - d ☐ Service in Marines
 - e ☐ Service in Coast Guard
 - f ☐ Service in Navy

2. Have you had any inactive duty military training? (Check all that apply.)
 - a ☐ No, I have had no prior military training
 - b ☐ Yes, ROTC training in high school
 - c ☐ Yes, ROTC training in college
 - d ☐ Yes, in a boys' military academy
 - e ☐ Yes, on inactive duty in the National Guard
 - f ☐ Yes, on inactive duty in the Enlisted Reserve Corps
 - g ☐ Other (Write in) _____

3. How far have you gone in school? (Check the highest grade actually completed.)
 - a ☐ Less than 8th grade
 - b ☐ 8th grade
 - c ☐ 9th grade
 - d ☐ 10th grade
 - e ☐ 11th grade
 - f ☐ 12th grade but did not graduate from high school
 - g ☐ Graduated from high school
 - h ☐ Not more than two years of college
 - i ☐ Three or more years of college, but did not graduate
 - j ☐ Graduated from college

4. How old are you?
 - a ☐ Not yet 18
 - b ☐ 18 but not yet 19
 - c ☐ 19 but not yet 20
 - d ☐ 20 but not yet 21
 - e ☐ 21 but not yet 22
 - f ☐ 22 but not yet 23
 - g ☐ 23 but not yet 24
 - h ☐ 24 but not yet 25
 - i ☐ 25 or older

5. What is your marital status?
- a ☐ Single
 - b ☐ Married
 - c ☐ Separated or divorced
 - d ☐ Widower
6. How hard has it been for you to get used to Army training?
- a ☐ Very hard
 - b ☐ Fairly hard
 - c ☐ Neither hard nor easy
 - d ☐ Fairly easy
 - e ☐ Very easy
7. Has your life in the Army been easier or rougher than you expected?
- a ☐ Much easier than I expected
 - b ☐ A bit easier than I expected
 - c ☐ Just about what I expected
 - d ☐ A bit rougher than I expected
 - e ☐ Much rougher than I expected
8. As far as the physical side of the usual Army training is concerned, do you think it should be made easier or tougher?
- a ☐ Much easier
 - b ☐ Somewhat easier
 - c ☐ Neither easier nor tougher
 - d ☐ Somewhat tougher
 - e ☐ Much tougher
9. As far as the physical side of the training received during the squad tactics and patrolling experimental program is concerned, do you feel it was easier or tougher than your previous training?
- a ☐ Much easier
 - b ☐ Somewhat easier
 - c ☐ Neither easier nor tougher
 - d ☐ Somewhat tougher
 - e ☐ Much tougher
10. How do you feel about the training you received in the Army prior to the squad tactics and patrolling experimental program?
- a ☐ It's excellent
 - b ☐ It's good
 - c ☐ It's fair
 - d ☐ It's not too good
 - e ☐ It's poor
11. Could you have learned more during the usual Army training if there had been more practical work and fewer classroom lectures?
- a ☐ Yes, I could have learned much more
 - b ☐ I could have learned more
 - c ☐ About the same
 - d ☐ Somewhat less
 - e ☐ Much less

12. How do you feel about the training you received during the squad tactics and patrolling experimental program?
- a ☐ It's excellent
 - b ☐ It's good
 - c ☐ It's fair
 - d ☐ It's not too good
 - e ☐ It's poor
13. Could you have learned more during the squad tactics and patrolling experimental program if there had been more classroom lectures and less practical work?
- a ☐ Yes, I could have learned much more
 - b ☐ I could have learned more
 - c ☐ About the same
 - d ☐ I would have learned less
 - e ☐ No, I would have learned much less
14. During your regular Army training, how much training time do you feel was wasted because of poor planning, foul-ups in the training schedule, waiting to use limited equipment or weapons, or other reasons?
- a ☐ Almost no time wasted
 - b ☐ Very little time wasted
 - c ☐ A fair amount of time wasted
 - d ☐ Quite a lot of time wasted
 - e ☐ A tremendous amount of time wasted
15. During the experimental squad tactics and patrolling program, how much training time do you feel was wasted because of poor planning, foul-ups in the training schedule, waiting to use limited equipment or weapons, or other reasons?
- a ☐ Almost no time wasted
 - b ☐ Very little time wasted
 - c ☐ A fair amount of time wasted
 - d ☐ Quite a lot of time wasted
 - e ☐ A tremendous amount of time wasted
16. During the experimental training program, was the time allowed for each of the periods sufficient for you to learn the material? (Check all that apply.)
- a ☐ Generally, there was too much time allowed for the whole program
 - b ☐ In most subjects, the time was just enough
 - c ☐ In most of the subjects, there was not enough time allowed to learn the subject matter
 - d ☐ Periods allotted too much time: Write in: _____
 - e ☐ Periods not allowed enough time: Write in: _____
17. If you did a good job during your regular training, did anyone take any notice of it: That is, did anyone let you know?
- a ☐ Yes, good work was always noticed
 - b ☐ Good work was usually noticed
 - c ☐ Good work was sometimes noticed
 - d ☐ Good work was seldom noticed
 - e ☐ Good work was never noticed

18. If you did a good job during the experimental squad tactics and patrolling program, did anyone take any notice of it? Did anyone let you know you had done well?
- a ____ Yes, good work was always noticed
 - b ____ Good work was usually noticed
 - c ____ Good work was sometimes noticed
 - d ____ Good work was seldom noticed
 - e ____ Good work was never noticed
19. How did the instructors seem to feel toward the trainees during your regular training?
- a ____ They respect us and treat us like men
 - b ____ They have a good deal of respect for us
 - c ____ They have a fair amount of respect for us
 - d ____ They don't seem to have much respect for us
 - e ____ They treat us as if we were dirt
20. How did the instructors seem to feel toward the trainees during the experimental training program?
- a ____ They respect us and treat us like men
 - b ____ They have a good deal of respect for us
 - c ____ They have a fair amount of respect for us
 - d ____ They don't seem to have much respect for us
 - e ____ They treat us as if we were dirt
21. How much difference did it seem to make to the instructors whether you really learned the things you were supposed to learn in the regular training program?
- a ____ None at all
 - b ____ Very little
 - c ____ Some, but not much
 - d ____ Quite a bit
 - e ____ A great deal
22. How much difference did it seem to make to the instructors whether you really learned the things you were supposed to learn in the experimental training program?
- a ____ None at all
 - b ____ Very little
 - c ____ Some, but not much
 - d ____ Quite a bit
 - e ____ A great deal
23. Overall, would you say your opinion of the Army went up or down as a result of the training you received during the regular training program?
- a ____ Went down a lot
 - b ____ Went down somewhat
 - c ____ Went down just a little
 - d ____ Went up just a little
 - e ____ Went up somewhat
 - f ____ Went up a lot

24. If Army training were conducted as it was during the experimental program, would your opinion of the Army go up or down?
- a ____ Go down a lot
 - b ____ Go down somewhat
 - c ____ Go down just a little
 - d ____ Go up just a little
 - e ____ Go up somewhat
 - f ____ Go up a lot
25. Do you think the Army's usual training would be improved if the training were conducted as it was during the experimental training program?
- a ____ It would be the best possible
 - b ____ It would be a lot better
 - c ____ It would be about the same
 - d ____ It would not be as good
 - e ____ It would be much worse
26. Do you now hold any leadership position, such as Squad Leader, Assistant Squad Leader, Team Leader, Platoon Guide, etc.? If so, please write in the title of your position and show approximately how long you have held it.
- a ____ No, I do not now hold any leadership position
 - b ____ Yes, I have held position of _____ for ____ weeks
27. Have you held any leadership position in this company, except as shown in your answer to the last question? If you have held more than one other position, show only the highest previous position.
- a ____ No, I have held no position except as shown above
 - b ____ Yes, I formerly held position of _____ for ____ weeks
28. During the regular Army training, did you feel that you were learning something that would help you to do an effective job in combat?
- a ____ None of the time
 - b ____ Once in a while
 - c ____ Sometimes
 - d ____ Most of the time
 - e ____ All of the time
29. During the experimental training program, did you feel that you were learning something that would help you to do an effective job in combat?
- a ____ None of the time
 - b ____ Once in a while
 - c ____ Sometimes
 - d ____ Most of the time
 - e ____ All of the time
30. Did you get as much out of the experimental training as you did out of the usual Army training?
- a ____ Much more
 - b ____ More
 - c ____ About the same
 - d ____ Less
 - e ____ Much less

31. Were you as motivated to learn by the experimental training as you were by the usual Army training?

- a ____ Much more
- b ____ More
- c ____ Same
- d ____ Less
- e ____ Much less

32. Check those items which, in general, you feel characterize either the usual Army training you have received or the experimental training program.

<u>Usual Army training</u>		<u>Experi- mental training</u>
_____	Too much time spent in lecture of classroom	_____
_____	Does not have enough practical work	_____
_____	Has enough practical work	_____
_____	Too much presented in too short a time	_____
_____	I was interested in the training	_____
_____	I was not interested in the training	_____
_____	I was bored most of the time	_____
_____	I really felt I was learning something	_____
_____	I didn't feel I was learning much	_____
_____	The instructors were interested in how well I performed	_____
_____	The instructors didn't seem to care whether I performed well or not	_____
_____	Taught me how to operate in combat	_____
_____	Didn't teach me much about combat	_____
_____	Made me work very hard	_____
_____	Didn't work me hard enough	_____
_____	Nobody cared whether I learned or not	_____
_____	The instructors made sure I learned	_____
_____	I clearly understood what was going on	_____
_____	I never really understood what was going on	_____
_____	I learned to use what I had been taught	_____
_____	I never learned to use what I had been taught	_____
_____	I feel that the training was very realistic	_____
_____	I feel that the training was not very realistic	_____

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13. ABSTRACT This report, on the final subtask of Task RIFLEMAN, presents and evaluates the improved Rifle Squad Tactical and Patrolling training programs developed to increase the combat proficiency of the Light Weapons Infantryman in Advanced Individual Training (MOS 111.0). The specific objective was to enable the trainee (1) to integrate previously learned skills and knowledges into effective combat behaviors, (2) to coordinate their use with those of fellow squad members, and (3) to execute tactical actions on orders of squad leaders. The method of research included (1) observation of current training and interviews with experienced instructors at Army training centers in order to identify LWI performance deficiencies, (2) derivation of training content from official Army literature and RIFLEMAN I LWI job descriptions, and (3) sequencing of training content into learning units consisting of exercises to form a complete combat action, progressing from emphasis on individual skills to integration of those skills in the squad. The resulting experimental program was administered to two companies of AIT trainees at Fort Ord, California, and was rated as more, or much more, effective than existing programs.			

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2 CG US ARMY EUROPE APO 403 NY ATTN OPNS OIV
1 CG ARMY TRANS RES COMD F1 EUSTIS ATTN TECH LIB
6 CG FIRST ARMY GOVERNORS ISL NY ATTN G3
6 CG SECOND ARMY FT GEO G MEADE ATTN OCSOT
1 CG THIRD ARMY FT MC PHERSON
1 CG FOURTH ARMY FT SAN HOUSTON ATTN G3
1 CG FIFTH ARMY CHICAGO ATTN ALFCG TNG
1 MO SEVENTH ARMY OFC OF CHEN OFFR APO 46 NY
1 CG EIGHTH ARMY APO 301 SAN FRAN ATTN AC-AC
2 CG EIGHTH ARMY APO 301 SAN FRAN ATTN G3
1 CLIN PSYCHOL EFF FACILITY OF NEUROPSYCHIAT HALTER REED GEN HOSP
1 OIR HUMAN ENGR LABS ABERDEEN PG
2 ENGR PSYCHOL LAB PIONEERING RES OIV ARMY NATICK LABS NATICK MASS
1 TECH LIB ARMY NATICK LABS NATICK MASS
1 CG ARMY CBT DEVEL COMD CHEN B10L + RADIOI AGY FT MCLELLAN
1 CG ARMY PICTORIAL CT LONG ISL ATTN APPLICAT DEVEL BR TV OIV
1 CG ARMY ELEC PG FT HUACUCA ATTN TECH LIB
12 CG 1ST AIR DEF GUIDED MSL BRGO TNG FT BLISS
1 CG ARMY CBT DEVEL COMD EXPRN CTR FT ORD
1 SIXTH ARMY LIB DEPT PRES OF SAN FRAN
1 CHF DEPT OF INK + SOC PSYCHOL HALTER REED ARMY INST OF RES
1 HALTER REED ARMY NEO CTR
5 CG FT ORD ATTN G3 TNG OIV
1 OIR HALTER REED ARMY INST OF RES HALTER REED ARMY NEO CTR
1 OIR HALTER REED ARMY INST OF RES HALTER REED ARMY NEO CTR
1 ATTN NEUROPSYCHIAT OIV
1 CG MO ARMY ENLISTED EVAL CTR FT BENJ HARRISON
1 OPTV FOR BIDASTRONAUT PG AIR PG CTR EGLIN AFB
1 OIR ARMY FNGNR R+O LABS FT BELVOIR ATTN TECH DOCU CTR
1 CG FRANKFORD ARSNL ATTN SNUFA 1031/65-1
2 HALTER REED ARMY INST OF RES ATTN DEPT OF PSYCHIAT NEUROPSYCHIAT OIV
1 CG 5TH RGN USARADCOM F1 SMRIOM ATTN G3 TNG
3 6TH RGN USARADCOM FT BAKFR
1 OIR ARMY BD FOR AVN ACCIOFNT RFS FT RUCKER
1 FIRST ARMY MSL COMD MFO APO 221 NY
2 CG PICATINNY ARSNL ODFR N J ATTN SUMPA VC1
1 DEF SUPPLY AGY CAMERON STATION ATTN LIB
1 CG ARMY CBT DEVEL COMD FT BENJ HARRISON ATTN ADJ GEN AGY
1 CBT OPNS RFS GP ARMY CBT DEVEL COMD FT BFLVOIR
1 ATTN OPNS ANLS HUMAN FACTORS
1 CG ARMY CBT DEVEL COMD FT BENNING ATTN INF AGY
1 CG ARMY CBT DEVEL COMD FT KNOX ATTN ARMY AGY
8 ARMY CBT DEVEL COMD FT BRAGO ATTN SPEC WARFARE AGY
1 EVAL OIV DAD ARMY SIG CTR + SCH FT MONMOUTH
1 CHF CURRICULUM BR RFSIOENT INSTR DEPT ARMY LOGISTICS NANGT CTR FT LFE
3 CG ARMY CBT DEVEL COMD SPEC DOCTRINE + EQUIPMENT GP FT BELVOIR
3 CIVILN PFRS OFCR US ARMY SPT CTR ST LOUIS ATTN EMPLOYE OFVFL OFCR
3 ARMY HAR COL CHARLEST FT RKS ATTN LIB
1 ASST COMDT ARMY INTEL SCH FT MOLADIRD ATTN PLANS OIV DAD
1 COMDT COMD + GFM STAFF CO FT LEAVENWORTH ATTN ARCHIVES
1 OIR OF MILIT PSYCHOL + LDRSHP US MILIT ACAD WEST POINT
1 US MILIT ACAD WEST POINT ATTN LIB
1 COMDT ARMY AVN SCH FT RUCKER ATTN SCH LIB
2 COMDT ARMY SECUR AGY TNG CTR + SCH FT DEVEHS ATTN LIB
1 COMDT ARMO FORCES INDRSTR COLL FT LESLEY J MCHAIR
2 COMDT NATL MAR COLL FT LESLEY J MCHAIR ATTN CLASSF RECORDS BR LIB
1 NEO FLD SFRY SCH BROOKE ARMY MFO CTR FT SAN HOUSTON ATTN STIMSON LIB
10 OIR OF INST ARMY CTR FT KNOX
1 COMDT ARMY ARMOR SCH FT KNOX ATTN HFAPONS DEPT
1 COMDT ARMY CHAPLAIN SCH FT HAMILTON
1 COMDT ARMY CHEM CORPS SCH FT MCLELLAN ATTN EDUC ADV
1 ARMY FINANCE SCH FT BENJ HARRISON
4 COMDT ARMY ADJ GEN SCH FT BENJ HARRISON ATTN FDOC ADV
1 ARMY INF SCH FT BENNING ATTN FDOC ADV
1 COMDT MO ARMY ADJ GEN SCH FT BENJ HARRISON
1 ARMY OM SCH FT LEE ATTN LIB
1 COMDT ARMY OM SCH FT LEE ATTN EDUC ADV
1 COMDT ARMY TRANS SCH FT EUSTIS ATTN EDUC ADV
1 COMDT ARMY MILIT POLICE SCH FT GORDON ATTN OIR OF INSTR
1 COMDT ARMY SOUTHEASTERN SIG SCH FT GORDON
1 CG ARMY ORD CTR + SCH ABERDEEN PG ATTN AISO-SL
1 ASST COMDT ARMY AIR DEF SCH FT BLISS ATTN CLASSF TECH LIB
10 CG ARMY ARTY + MSL CTR FT SILL ATTN AVN OFFR
1 COMDT ARMY DEF INTEL SCH ATTN SIAS OFPT
1 COMDT ARMO FORCES STAFF COLL NORFOLK
1 COMDT ARMY SIG SCH FT MONMOUTH ATTN EDUC COMD
1 COMDT JUDGE ADVOCATE GEN SCH U OF VA
1 EDUC CONSLT ARMY MILIT POLICE SCH FT GORDON
6 COMDT ARMY ENGR SCH FT BELVOIR ATTN AIBBES-SY
2 COMDT US ARMY SCH EUROPE APO 172 NY ATTN RFL LIB
1 CHF POLICY + TNG LIB OIV ARMY ARMOR SCH FT KNOX
1 COMDT ARMY AVN SCH FT RUCKER ATTN EDUC ADV
1 COMDT ARMY PRMY HEL SCH FT HOLTERS
1 OIR OF MILIT INSTR US MILIT ACAD WEST POINT
1 SPEC WARFARE SCH FT BRAGO ATTN LIB
1 ARMY SIG CTR + SCH FT MONMOUTH ATTN TNG LIB DIV DAD
1 COMDT ARMY NANGT SCH FT BELVOIR
2 SECY ARMY ORDNANCE GUIDED MISSILE SCH RFDSTONE ARSNL
2 COMDT HOMFMS ARMY CORPS SCH + CTR FT MCLELLAN
2 MO ABERDEEN PG ATTN TECH LIB
1 COMDT ARMY OM SCH OFC OIR OF MODRESID ACTVY F1 LEE ATTN TNG MEDIA OIV
2 OIR BRGO + BN OPNS DEPT USAIS FT BENNING
2 OIR COMPANY TACTICS DEPT USAIS FT BENNING
1 SECY OF ARMY
1 OCS-PERS DA ATTN CHF C-5 OIV
2 OCS FOR INTEL DA ATTN CHF CBT INTEL DEVEL OIV
2 ACS FOR FORCE DEVEL DA ATTN CHF TNG OIV
1 CHF OF ENGRS DA ATTN ENGT-E
1 HO ARMY NAT COMD R+O ORCTE ATTN AMCRD-RC
1 CLIN PSYCHOL CONSLT OFC OF CHF PSYCHIAT + NEUROL CONSLT OFC OF SURG GEN
2 CG ARMY NEO R+O COMD ATTN BEHAV SCI RES BR
1 ARMY PERS RES OFC ATTN CRO-AR
2 OFC OF PERS OPNS DA ATTN OPOSS-A
1 STANDARDS + SYS OPC OPO OCCUP R+O SECT ATTN OPOSS-A
1 ARMY PROVOST MARSHAL GEN
1 OIR CIVIL AFFAIRS ORCTE OCS-OPNS DA
1 OFC RESERVE COMD DA
2 CHF ARMY SECUR AGY ARLINGTON HALL STA ATTN ACS-GI
20 CG OEF DOCUMENTATION CTR CAMERON STA
1 CHF OF R+O DA ATTN CHF TECH + INOSTR LIAISON OPC
1 EDUC + TNG BR CBT DEVEL + OPNS OIV OFC OF CHF SIG OFFR DA
1 PERS + TNG OIV ORDM OFC OF CHF OF ORD DA
2 CG ARMY NEO R+O COMD ATTN BEHAV SCI RES BR
1 ARMY PERS RES OFC ATTN CRO-ATC
1 COMDT ARMY CBT SURVEIL SCH FT HUACUCA ATTN ATSUR 53
1 CG ARMY AIR DEF COMD ENT AFB
2 ING + DEVEL OIV OCS-PERS
2 PRES ARMY ARMOR BO F1 KNOX
1 PRES ARMY INF BO FT BENNING ATTN PE+SP DIV
1 PRES ARMY MAINT BO FT KNOX
2 PRES ARMY ARTY BO FT SILL
1 OPIV PRES ARMY MAINT BO FT ABERDEEN PG
1 PRES ARMY TRANS BO FT EUSTIS
1 CG ARMY CBT DEVEL COMD MILIT POLICE AGY FT GORDON
10 CG 4TH ARMORED OIV APO 326 NY
1 CG 4TH ARMOR GP APO 757 NY
2 CG 16TH ARMOR GP FT IRWIN
5 CG 20 ARMORED CAV REGT APO 696 NY
1 CG 30 ARMORED CAV REGT APO 34 NY
4 CG 11TH ARMORED CAV REGT APO 305 NY
4 CG 14TH ARMORED CAV REGT APO 26 NY
2 CG ARMY ARMOR + ARTY FIRING CTR FT STEWART ATTN ACS-G3 ING OFCR
1 CG 30 MED TANK BN 68TH ARMOR ATTN G3
1 1ST CAV OIV 30 MED TANK BN 40TH ARMOR APO 24 SAN FRAN
10 1ST INF OIV 1ST BN 64TH ARMOR APO 36 NY
10 COR 1ST BN 34TH ARMOR FT LEWIS
2 1ST TANK BN 130 ARMOR TTH INF OIV APO 7 SAN FRAN
8 8TH INF OIV 20 BN 68TH ARMOR APO 34 NY
1 CG COMPANY A 30 BN 320 ARMOR 30 ARMORED OIV (SPEARHEAD) APO 39 NY
1 CG 1ST BN 69TH ARMOR APO 25 SAN FRAN
1 CG 5TH BN 330 ARMOR FT KNOX
1 CG 30 MED TANK BN 68TH ARMOR APO 28 NY ATTN 53
1 CG 30 MED TANK BN 37TH ARMOR APO 36 NY
1 CG 41H MED TANK BN 68TH ARMOR APO 28 NY
6 CG 20 BN 34TH ARMOR FT IRWIN
2 CALIF NG 40TH ARMORED OIV LOS ANGELES ATTN ACS-G3
1 55TH COMD HO OIV ARMY NG JACKSONVILLE FLA
1 CG HO 27TH ARMORED OIV NY AIR NG SYRACUSE
1 TEXAS NG 49TH ARMORED OIV DALLAS
6 CG 30 MED 1ANK BN 320 ARMOR APO 29 NY
1 CG ARMY ARMOR CTR FT KNOX ATTN G3 AIBKGT
2 CG 151 INF OIV FT RILEY ATTN G3
1 CG 20 INF OIV FT BENNING ATTN OIV AVN COMD
3 CG 4TH INF OIV FT LEWIS ATTN G3
1 CG 8TH INF OIV APO 111 NY ATTN G2
1 CG 5TH INF OIV (INCH) FT CARSON
5 CG 24TH INF OIV APO 112 NY ATTN G3
1 CG 20 ABN INF OIV FT BRAGO ATTN G3
1 CG 15T BN (REINF) 30 INF (1ME OLD GUARD) FT MYER
1 CG HQ 20 BN 6TH INF REGT APO 142 NY
1 CG 30 BN 6TH INF REGT APO 142 NY
1 CG 171ST INF BRGO APO 131 SPATILE
1 CG 17TH INF OIV APO 25 SAN FRAN
1 CG 4TH BG 30TH INF FT SILL
1 CG 20 BG 31ST INF REGT FT RUCKER
1 CG 30 BN 19TH INF APO 29 NY
1 CG 1ST BN 39TH INF APO 28 NY
5 CG 1ST BN (INCH) 520 INF 1ST ARMORED OIV (OLD IRONSIDES) FT HOOO
1 4TH BN (INCH) 54TH INF FT KNOX
1 CG ARMY PARTIC GP NAV TNG DEVICE CTR FT WASHINGTON ATTN CODE OIR
2 CG HO ARMY BROADCASTING + VISUAL ACTVY PACIFIC APO 331 SAN FRAN
1 ATTN PUBS PROD OFC
2 CHF AUDIO VISUAL APPLICAT OFC ARMY PICTORIAL OIV OFC OF CHF SIG OFCR
1 CHF NEO RES PROJ ARMY HOSP US MILIT ACAD WEST POINT
1 CG MILIT OIST OF WASHINGTON
1 TECH OIR R+E OIV OFC OF ON GEN
2 HO ARMY LIAISON GP PROJ HIGH U OF NICH
1 SYS RES GP ENGR EXPRM STA COLUMBUS O
1 OIR ARMY LIB
1 STRATEGIC PLANNING GP CORPS OF ENGR ARMY MAP SERV
1 CHF OF MILIT HIST DA ATTN GEN REF BR
1 B20 ABN OIV FT BRAGO
5 HO 40TH ARTY BRGO AIR DEF PRES OF SAN FRAN
1 CG 56TH ARTY BRGO AIR DEF FT BANKS
1 CG 3151 ARTY BRGO AIR DEF OAKDALE PENNA
1 26TH ARTY GP AIR DEF FT LAWTON
2 HO 459TH ARTY HAMPTON ROS ARMY TERN NORFOLK
1 28TH ARTY GP AIR DEF SELFRIODE AFB
1 520 ARTY BRGO AIR DEF HIGHLANDS AFS
1 HO MEADARA-BUFFALO DEF 31ST ARTY BRGO AIR DEF LOCKPORT
1 HO 45TH ARTY BRGO AIR DEF ARLINGTON HTS ILL
1 35TH ARTY BRGO AIR DEF FT GEO G MEADE
1 CG 101ST ABN OIV FT CAMPBELL
1 CG 1ST CAV OIV APO 24 SAN FRAN
1 CG ARMY OM R+E PEA FT LEE ATTN TECH LIB
1 CHF BEHAV SCI RES BR ARMY NEO R+O COMD
2 PRES ARMY FINANCE CORPS BR
1 ARMY R+O OFC PAMAMA FT CLAYTON CANAL ZONE ATTN BEHAV SCI COORD
2 CINC US PACIFIC FLT PPO SAN FRAN
1 CINC PACIFIC OPNS ANLS SECT RPO SAN FRAN
1 CHF BUR OF MED + SURG ON ATTN CODE 513
1 CHF RES OIV BUR OF MED + SURG ON
1 HEAD CLIM PSYCHOL SECT PROFFSNL OIV BUR OF MED + SURG ON
1 BUR OF NAV PFRS ATTN TECH LIB PERS IIB
3 OIR PERS RES OIV BUR OF NAV PERS
1 BUR OF VOS + OCS ON ATTN ASST CHF FOR RES DEVEL TEST + EVAL
3 CHF OF NAV PERS
2 BUR OF NAV WEAPONS FLT READINESS REP ATLANTIC NAV AIR STATION NOP
1 CHF OF NAV PERS ATTN PERS-C1123
1 CG + OIR NAV TNG DEVICE CTR FT WASHINGTON ATTN LIBN
2 NAV MSL CTR POINT HUGO CALIF ATTN HUMAN FACTORS ENGR OIV
1 CG NAV AIR DEVEL CTR JOHNSVILLE PENNA ATTN NADC LIB

2 CO FLT TNG CTR NAV BASE NEWPORT
2 OIC ATLANTIC FLT NSL WEAPON SYS TNG UNIT FLT ANTI-AIR WARFARE TNG CTR
DAN NECK VA BEACH
1 COR FLT TNG GP NAV BASE CHARLESTON
2 CO FLT TNG CTR NORFOLK
2 HUMAN FACTORS DEPT COMM PSYCHOL DIV NAV TNG DEVICE CTR PT WASHINGTON
1 CLIN PSYCHOL MENTAL HYGIENE UNIT US NAV ACAD ANNAPOLIS
1 PRES NAV WAR COLL NEWPORT ATTN NAMA LTB
3 CO SERV SCH CONO NAV TNG CTR SAN DIEGO
3 CO NAV GUIDED NSL SCH DAN NECK VA BEACH
2 CO + DIR ATLANTIC FLT ANTI-SUB WARFARE TACTICAL SCH NORFOLK
1 CO NUCLEAR WEAPONS TNG CTR ATLANTIC NAV AIR STA NORFOLK
2 CO FLT ANTI-AIR WARFARE TNG CTR DAN NECK VA BEACH
2 CO FLT SONAR SCH KEY WEST
1 CHF OF NAV RES ATTN HEAD PERS + TNG BR CODE 458
1 CHF OF NAV RES ATTN DIR PSYCHOL SCI DIV CODE 450
1 CHF OF NAV RES ATTN HEAD GP PSYCHOL BR CODE 452
1 OIC NAV PERS RES ACTVY NAV YO WASHINGTON
5 CO OFC OF NAV RES BR OFC FPO 39 NY
1 CHF OF NAV AIR TNG TNG RES DEPT NAV AIR STA PENSACOLA
1 CO NAV SCH OF AVN MED NAV AVN MED CTR PENSACOLA
1 NAV MED RES LAB NAV SUB BASE GROTON ATTN LTB
1 CO MED FLD RES LAB CAMP LEJEUNE
1 COR NAV NSL CTR POINT MUGG CALIF ATTN TECH LIB CODE 3022
1 OIC NAV PERS RES ACTVY SAN DIEGO
1 NAV AIR TECH TNG CTR NENPIS
1 NAV NEUROPSYCHIAT RES UNIT SAN DIEGO
2 COR NAV NSL CTR POINT MUGG CALIF ATTN HUMAN ENGR DIV CODE N-335
1 OIC NAV PERS RES ACTVY NAV STA NAV YO ANNEX WASHINGTON
1 NAV TNG PERS CTR NAV STA NAV YO ANNEX WASHINGTON ATTN CODE B3 LIB
2 CONTRL NAV BASE NORFOLK
1 CONOT MARINE CORPS MO MARINE CORPS ATTN CODE AO-18
1 MO MARINE CORPS ATTN AX
1 OIR MARINE CORPS EDUC CTR MARINE CORPS SCH QUANTICO
ATTN SECRET + COMF FILES GP
1 OIR MARINE CORPS INST ATTN EVAL UNIT
1 CHF OF NAV OPNS DP-01PI
1 CHF OF NAV OPNS DP-03T
1 CHF OF NAV OPNS DP-07T2
1 CHF OF NAV AIR TECH TNG NAV AIR STA NENPHIS
2 COMOT PTP COAST GUARD HQ
1 CHF OFCER PERS RES + REVIEW BR COAST GUARD HQ
1 OPNS ANLS OFC HQ STRATEGIC AIR COMO OFUIT AFB
1 AIR TNG CONO RANDOLPH AFB ATTN ATTN
3 OIR OF PERS PROCUR + RETENION AIR FORCE MILIT PERS CTR RANDOLPH AFB
1 CHF SCI DIV ORCTE SCI + TECH DCS R-40 NO AIR FORCE AFSTA
1 CHF SPEC WARFARE DIV ORCTE OF PLANS + OPNS DCS-PLANS-OPNS
HQ AIR FORCE
1 CHF OF PERS RES BR ORCTE OF CIVILIAN PERS DCS-PERS HQ AIR FORCE
1 CHF EVAL BRIAPROCEI CAREER DEVEL DIV ORCTE OF PERS PLAN NO AIR FORCE
1 SUBSID PLANS DIV ORCTE OF PLANS DCS-PLANS + PROG HQ AIR FORCE
2 OPTY INSPECTOR GEN AIR FORCE (AFIAS-GII) NORTON AFB
1 CHF CONN STUDY GP SAFOIXO BOLLING AFB STOP B-20
1 FEO AVN AGY MED LIB HQ-640
2 HQ AIR FORCE STAFF COLL SCGB 3 ANDREWS AFB
1 RONE AIR DEVEL CTR NASH GRIFFISS AFB
2 CON ELEC SYS DIV LG HANSCON FLD BEDFORD MASS ATTN ESRHO
2 SACRAMENTO AIR MAT AREA SNACU-PERS RES MCLELLAN AFB
1 AIR TNG CONO ATTN M RANDOLPH AFB
1 AERO NEO RES LAB NRPTO WRIGHT-PATTERSON AFB
1 AIR MOVEMENT DESIGNATOR NRPTO WRIGHT-PATTERSON AFB
1 HQ BALLISTICS SYS DIV PERS SUBSYS BR BSOSP NORTON AFB
2 MILIT TNG CTR OPE LACKLAND AFB
2 6570TH AERO NEO RES LAB NRPT WRIGHT-PATTERSON AFB
1 AIR MOVEMENT DESIGNATOR AMRN BROOKS AFB
1 DCS-TECH TNG DIR MILIT + SPT TNG RANDOLPH AFB
4 HQ AIR TRANS CONO ATCTO-M RANDOLPH AFB
1 CON ELEC SYS DIV LG HANSCON FLD ATTN ESTI
1 OIR AIR U LIB MAXWELL AFB ATTN AUL3T-63-253
1 OIR OF LIB US AIR FORCE ACAD
1 ORCTE OF AEROSPACE SAFETY AFIAS-L OPTY IG NORTON AFB
1 CONOR ARCTIC AERONEO LAB APO 731 SEATTLE
1 6570TH PERS RES LAB PRA-4 AEROSPACE NEO DIV LACKLAND AFB
1 TECH TNG CTR INT LOWRY AFB
1 OIR NATL SECUR AGY FT GEO G MEADE ATTN OIR OF TNG
3 CENTRAL INTEL AGY ATTN DCR MAIL RM
1 DEPT OF STATE BUR OF INTEL + RES EXTERNAL RES STAFF
1 SCI INFO EXCH WASHINGTON
2 CHF REGT TNG BR TNG DIV FEO AVN AGY ATTN PT 3B
1 CHF PERS RES STAFF OFC OF PERS DEPT OF AGRICUL
1 RES INFO CTR NATL BUR OF STANDARDS ATTN RES PSYCHOL
1 CHF PSYCHOL BR CIVIL AERONEO RES INST FEO AVN AGY OKLAHOMA CITY
2 SYS DEVEL CORP SANTA MONICA ATTN LTB
2 DUNLAP + ASSOC INC OARIN ATTN LTB
2 RES ANLS CORP BETHESDA
1 RAND CORP WASHINGTON ATTN LTB
1 U OF ILL GP EFFECTIVE RES LAB
2 U OF SO CALIF ELEC PERS RES GP
1 COLUMBIA U ELEC RES LABS ATTN TECH EDITOR
1 NITRE CORP BEDFORD MASS ATTN LTB
1 WESTERN ELECTRIC CO WINSTON-SALEN
2 U OF PGH LEARNING R-40 CTR ATTN OIR
1 HUMAN SCI RES INC NORFOLK
1 WESTERN ELECTRIC CO INC NY
1 HUMAN ECOLOGY FUND WASHINGTON
1 HUMAN SCI RES INC MCLEAN VA
2 TECH INPD CTR ENGR DATA SERV N AMER AVN INC COLUMBUS O
1 CHRYSLER CORP NSL DIV DETROIT ATTN TECH INFO CTR
1 SORO ANER U ATTN LIBN
1 RAYTHEON CO ELEC SERV OPNS BURLINGTON MASS
2 EDUC + TNG CONSULTANTS LOS ANGELES ATTN PRINCIPAL SCI
1 INFO SYS DEPT 1ST SPACE + INFO SYS DIV N AMER AVN INC DOWNEY CALIF
1 GEN DYNAMICS PONDNA CALIF ATTN LTB
1 BELL AEROSYS CO CASTLE AFB
1 AVN CRASH INJURY RES SKY HARBOR AIRPORT PHOENIX ATTN TECH LIBN
2 NAROUAROT CORP PONDNA CALIF ATTN DEPT 580

2 REFLECTONE ELEC INC STAMFORD CONN
1 CHF PERS SUBSYS AIRPLANE DIV NS 74-90 RENTON WASH
1 SYLVANIA ELECTRIC PRODUCTS INC NEEDHAM HGTS MASS ATTN PERS SUBSYS NANGR
1 THYKOL CHEN CORP HUMETRICS DIV LOS ANGELES ATTN LIBN
2 SORO FLD OFC OF SECY SPEC WARFARE SCH FT BRAGG
1 OIR OF RELIABILITY + VALUE ENGR BELL AEROSYS CO BUFFALO
1 INST FOR DEF ANLS RES + ENGR SUPPORT DIV WASHINGTON
1 OIR CTR FOR RES ON LEARNING + TEACHING U OF NICH
1 OHIO STATE U
1 EDITOR TNG RES ABSTR ANER SOC OF TNG DIRS U OF TENN
1 U OF CHICAGO DEPT OF SOC
1 GEO WASHINGTON U DEPT OF PSYCHOL
1 OIR SORO ANER U
6 BRITISH EMBY BRITISH DEF RES STAFF WASHINGTON
3 CANADIAN JOINT STAFF OFC OF DEF RES MEMBER WASHINGTON
3 CANADIAN ARMY STAFF WASHINGTON ATTN CSO2 TNG
2 AUSTRALIAN LIAISON OFC ARMY ARMOR BD FT KNOX
3 ACS FOR INTEL FOREIGN LIAISON OFC TO NORWEG MILIT ATTACHE
2 ACS FOR INTEL FOREIGN LIAISON OFC FOR SWEDISH EMBY ATTN ARMY ATTACHE
1 NATL INST FOR ALCOHOL RES OSLO
1 AUSTRALIAN EMBY OFC OF AIR ATTACHE WASHINGTON ATTN T A NAVGN SOON LOR
1 YORK U DEPT OF PSYCHOL
2 AUSTRALIAN EMBY OFC OF MILIT ATTACHE WASHINGTON
2 U OF SHEFFIELD DEPT OF PSYCHOL
1 NENNINGER FOUNDATION TOPEKA
2 ANER INST FOR RES WASHINGTON
1 AMER INST FOR RES PGM ATTN LIBN
1 COLUMBIA U SCH OF BUS
3 NATRIX CORP ARLINGTON ATTN TECH LIBN
1 AMER TEL+TEL CO NY
1 U OF GEORGIA DEPT OF PSYCHOL
1 OBERLIN COLL DEPT OF PSYCHOL
1 GEN ELECTRIC CO SANTA BARBARA ATTN LIB
1 VITRO LABS SILVER SPRING MD ATTN LIBN
1 TENN VALLEY AUTHORITY KNOXVILLE ATTN LABOR RELATIONS OFC DIV OF PERS
1 U OF GEORGIA DEPT OF PSYCHOL
1 U OF UTAH DEPT OF PSYCHOL
1 AMER INST FOR RES LOS ANGELES
1 AMER INST FOR RES PALO ALTO CALIF
1 NICH STATE U COLL OF SOC SCI
1 NEX STATE U
1 ROWLAND + CO HADDONFIELD NJ ATTN PRES
1 NORTONICS DIV OF NORTHRUP CORP ANAHEIM CALIF
1 LING TENCOR VUGHT INC WARREN MICH ATTN HEAD HUMAN FACTORS
2 AIRCRAFT ARMAMENTS INC COCKEYSVILLE MD
1 ANER NACH + FOUNDRY CO GREENWICH ENGR DIV STAMFORD CONN
2 OREGON STATE U DEPT OF MILIT SCI ATTN ADJ
1 TUFTS U HUMAN ENGR INFO + ANLS PROJ
1 AMER PSYCHOL ASSOC WASHINGTON ATTN PSYCHOL ABSTR
1 MD U HEAD DEPT OF PSYCHOL
1 GEORGIA INST OF TECH OIR SCH OF PSYCHOL
1 REPUBLIC AVN CORP FARMINGDALE LONG ISL ATTN SUPERV ENGR LIB
1 WASHINGTON ENGR SERV CO INC KENSINGTON MD
1 LIFE SCI INC FT WORTH ATTN PRES
1 AMER BEHAV SCI NY
1 INTERNATL INVENTORS CONGRESS CHICAGO
1 SAN DIEGO STATE COLL PUBLIC ADMN CTR
2 OIR INSTR RESOURCES STATE COLL ST CLOUD MINN
1 COLL OF MN + MARY SCH OF EDUC
1 SO ILLINOIS U DEPT OF PSYCHOL
2 COMMUNICABLE DISEASE CTR DEVEL + CONSULTATION SERV SECT ATLANTA
1 NORTHWESTERN U DEPT OF INOSTR ENGR
1 NY STATE EDUC DEPT ABSTRACT EDITOR AVCR
1 CHF PROCESSING DIV OUKU U LIB
1 U OF CALIF GEN LIB DOCU DEPT
1 FLORIDA STATE U LIB GIFTS + EXCH
1 HARVARD U PSYCHOL LABS LIB
1 U OF ILL LIB SER DEPT
2 U OF KANSAS LIB PERIODICAL DEPT
1 U OF NEBRASKA LIBS ACO DEPT
1 OHIO STATE U LIBS GIFT + EXCH DIV
1 PENNA STATE U PATTEE LIB DOCU DESK
1 PURDUE U LIBS PERIODICALS CHECKING FILES
1 STANFORD U LIBS DOCU LIB
1 LIBN U OF TEXAS
1 SYRACUSE U LIB SER DIV
1 U OF MINNESOTA LIB
1 STATE U OF IOWA LIBS SER ACO
1 NO CAROLINA STATE COLL OH NILL LIB
2 BOSTON U LIBS ACO DIV
1 U OF NICH LIBS SER DIV
1 BROWN U LIB
2 COLUMBIA U LIBS DOCU ACO
1 OIR JOINT U LIBS NASHVILLE
1 U OF DENVER MARY REFO LIB
2 OIR U LIB GEO WASHINGTON U
2 LIB OF CONGRESS CHF OF EXCH + GIFT DIV
1 U OF PGH DOCU LIBN
1 OFC OF OIR CATHOLIC U LIB ATTN PSYCHOL DEPT LIB
1 U OF KY MARGARET T KING LIB
1 SO ILL U ATTN LIBN SER DEPT
1 KANSAS STATE U FARRELL LIB
1 BRIGHAM YOUNG U LIB SER SECT
1 USAOGNS REDSTONE ARSNL ATTN AJO
1 CG FT DRO
1 CG FT OIX
1 CG FT GORDON
1 CG FT JACKSON
1 CG FT LEONARD WOOD
1 CG FT POLK
1 CG CAMP LEJEUNE
1 CG CAMP PENOLETON
1 CONOT USAIS FT BENNING
1 USAIC FT BENNING ATTN CAPT WM T WHITLEY
1 USAIHRT FT BENNING ATTN SFC JOS M DAY
1 CG FT KNOX

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